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ABSTRACT

To assess the relevance of the curriculum provided by the Department of Child Development of Maharaja Sayajirao University (Baroda, India), surveys and interviews were conducted with alumni graduated since 1950, employers, and experts in the field of child development and related disciplines. Main objectives of the study were (1) to identify both the nature of jobs taken by alumni and the competencies required in the jobs, (2) to evaluate the extent to which the Department's curriculum had helped alumni develop required competencies, and (3) to modify the curriculum to increase its relevance to competencies required in employment settings. A related, separate study was made (1) to identify essential skills, qualities, and competencies of field-level workers in programs offering services to disadvantaged women and children and (2) to profile welfare programs and associated training programs. Findings discussed focus on background characteristics of alumni, jobs held by child development graduates, and required job competencies. Views of specialists in child development and allied disciplines are reported and their recommendations for improving the child development curriculum are offered. Appended material includes data tables, along with forms and measures used in contacting subjects and gathering data. (RH)

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THE CHILD DEVELOPMENT CURRICULUM
AND ITS RELEVANCE TO JOB COMPETENCIES EXPECTED IN THE FIELD

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DEPARTMENT OF CHILD DEVELOPMENT
FACULTY OF HOME SCIENCE
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BARODA 390002, 1984

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AMITA VERMA
T.S. SARASWATHI

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- employers of child development graduates and Heads of Child Development Departments who sent us information regarding their employees and graduates;
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C O N T E N T

ACKNOWLEDGEMENT i

I. INTRODUCTION 1

Section I : General Introduction .. ...

Section II : The Present Study 5

II. METHOD 9

Section I : Information from Alumni of the Department .. ...

Section II : Information from Experts in Child Development and Allied Disciplines 16

Section III : Information regarding Para-Professional Workers in Child Development 18

III. MAJOR FINDINGS 22

Section I : Background Characteristics of Alumni .. ..

Section II : Jobs held by Child Development Graduates 24

Future job prospects

Job responsibilities

Gaps in training

Section III : Job Competencies required Need for Para-Professional Workers 28

IV. WORDS OF EXPERIENCE : THE EXPERTS SPEAK

Recommendations : Summary 38

Some Concluding Comments 56

V. SUMMARY 59

REFERENCES 64

APPENDICES 66

BEST COPY AVAILABLE

LIST OF APPENDICES

Appendix I.A	..	Alumni Information Schedule(English) ...	66
Appendix I.B	..	Alumni Information Schedule (English cum Gujarati)	73
Appendix I.C	..	Reminder letter 1	74
Appendix I.D	..	Reminder letter 2	75
Appendix I.E	..	List of experts for checking content validity of Schedule II ...	76
Appendix I.F	..	Structured Questionnaire "Competencies required on the Job"	77
Appendix I.G	..	Reply post card (to check addresses) ...	90
Appendix I.H	..	Reminder letter 3	91
Appendix I.I	..	List of positions held by Alumni M.S. University (C.D.) and other Child Development (C.D.) Graduates ...	92
Appendix I.J	..	List of experts interviewed: Recommendations for curriculum revision ...	93
Appendix I.K	..	Framework for experts' interviews ...	95
Appendix I.L	..	List of addresses of other departments to whom alumni information questionnaire was sent	96
Appendix I.M	..	Alumni information sheet sent to department heads in other institutions..	97
Appendix I.N	..	Alumni information sheet covering letter to heads	98
Appendix I.O	..	List of Heads/Directors to whom the employer's questionnaire was sent ...	99
Appendix I.P	..	Questionnaire for employers.. ...	101
Appendix I.Q	..	Thank you letter to alumni (Plus last reminder)	105
Appendix II.A (Tables 1 to 11)	..	Alumni Background Information ...	107
Appendix II.B (Tables 1 to 5)	..	Responses to Alumni Schedule I ...	119
Appendix II.C (Tables 1 to 2)	..	Job prospects of child development graduates	127
Appendix II.D (Tables 1 to 2)	..	Satisfaction and dissatisfaction with child development workers' training	132

BEST COPY AVAILABLE

Appendix II.E .. Knowledge, Abilities, Skills, and Personal Qualities considered important by various Category of Child Development 137

Appendix II.F .. Need for Para-professional Workers in Child Development 143

Appendix II.G .. Competencies considered essential in Child Development Field Workers (from D'silva, 1981) 145

Appendix II.H .. Recommendations for Curriculum Revision 148

BEST COPY AVAILABLE

LIST OF TABLES

Chapter 2 : Method

Table 1 .. ... Identification of alumni addresses ... 10

Table 2 .. ... Feedback on Alumni Information Questionnaire 12

Table 3 .. ... Feedback on Job Competency Schedule... 15

Appendix II.A

Table II A.1 ... Marital status (of alumni) ... 107

Table II A.2 ... Family Type 107

Table II A.3 ... Distribution by Income 107

Table II A.4 (a - d) ... Educational and Occupational Status of the Families 108

Table II A.5 ... Further Degrees and Diplomas Obtained 112

Table II A.6 ... Status of employment 114

Table II A.7 ... Degree of interest in present job ... 114

Table II A.8 ... Discontinuation during period of employment 114

Table II A.9 ... Plans for changing the present job ... 114

Table II A.10 ... Reasons for discontinuities during employment 115

Table II A.11 ... Reasons for not taking up a job ... 117

Table II B.1-5 ... Nature of jobs held (by C.D. graduates) 120

Table II.C1 & 2 ... Job prospects of C.D. graduates ... 128

Table II D1 & 2 ... Satisfactions and dis-satisfactions with C.D. workers' training ... 133

Table II E ... Knowledge, Abilities, Skills and Personal Qualities considered Important 138

Table II.F ... Need for Para-professional C.D. Workers 143

Table II.G ... Recommendations for Curriculum Revision 149

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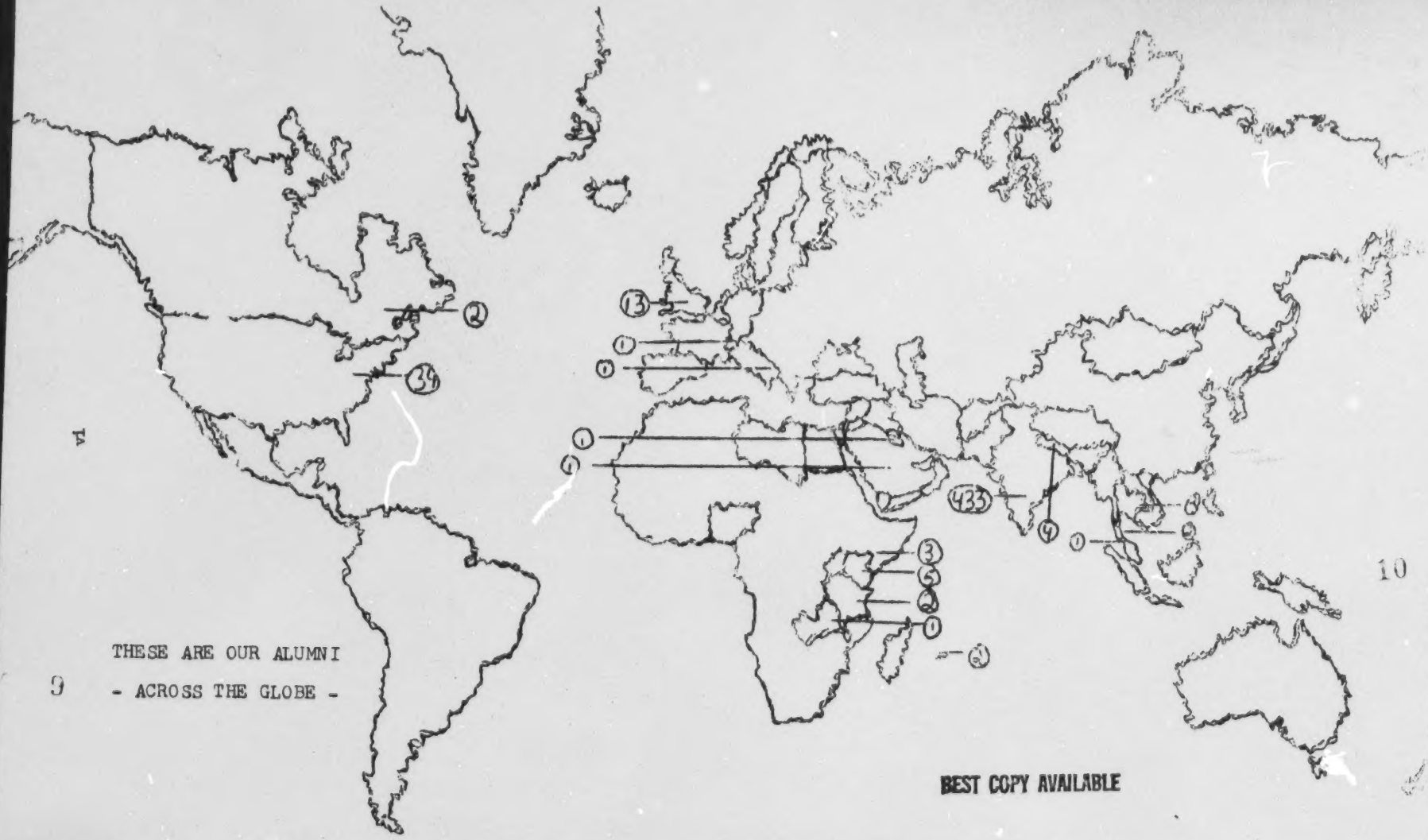

THESE ARE OUR ALUMNI

- ACROSS THE GLOBE -

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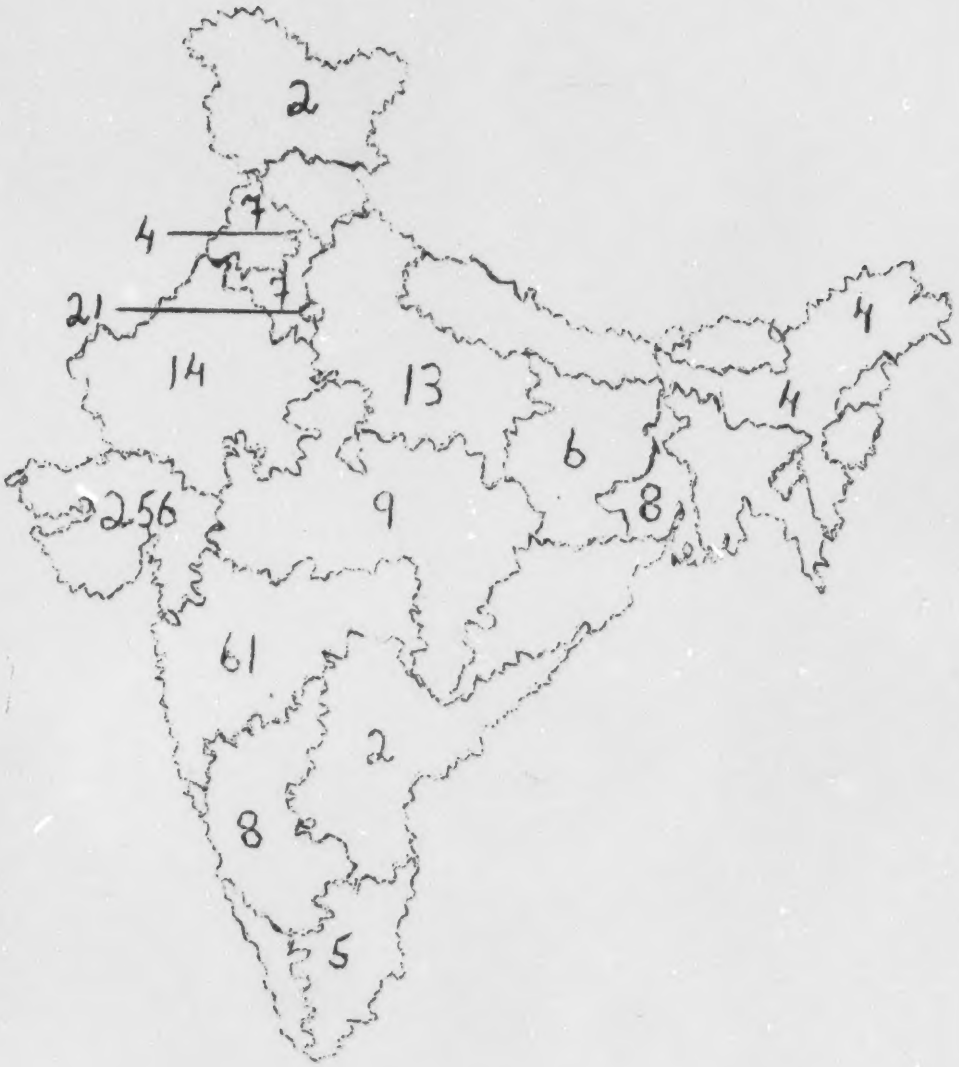
OUR ALUMNI

- AROUND THE COUNTRY -



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INTRODUCTION

Section I

General Introduction

The Bulletin of the International Bureau of Education, 1981, starts with the following plea on the future of education -

> Education, perhaps more than most human activities, has a close and necessary relationship with the future. Through education, the individual prepares, or is prepared, for the future, and society uses education as a principal means to maintain or to transform essential values, structures and relationships, in effect to prepare itself for the future. In recent years, planners and policy makers, as well as educators, have come to recognize the importance of this organic relationship of education and society, the development of each depending on the other, the future of both being tightly intertwined (The future of education. In Educational documentation and information, 1981, p.220).

In a similar vein, summing up the proceedings of the Seminar organized by the International Institute for Educational Planning at Paris, in 1978, Avakov makes the following observation:

> Any inquiry into the future of education, into expected changes or any which might come about in the next two or three decades must be carried out in a broader context than the education system alone, for education does not develop as an absolute phenomenon and cannot be divorced from prevailing socio-economic, political and cultural circumstances. (The future of education and the education of the future. An IIEP Seminar. Edited by Avakov, R.M., UNESCO, 1980).

The two commentaries presented above, act as an apt preamble for the present research report which purports to example the current status of the program of training child development workers in terms of past and present achievements and future demands. Starting from a review and analysis of the past and present situation was deemed necessary because: (a) reflection on the future becomes more meaningful when the present is taken into consideration; and (b) criticism of education and its results have not always been based on sound criteria, especially in our country. Negative experiences are highlighted and commented upon, often overlooking significant achievements and performance. A scientifically well-founded assessment was thus considered a necessary first step, so as to present a realistic picture of what is, without disregarding the many positive factors or exaggerating only the failures.

New directions for education and work : The changing relations between education and employment

The investigation reported herein aims to examine the Child Development curriculum in the light of the job competencies required in the field. This was considered necessary and important

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for two main reasons succintly stated in the two quotations that follows:

> Education ... is also a society's major means of selective response to altered circumstances. More critically it may, given the change, be the means of generating new circumstances, of shaping the social future. The education sector is one of the main means which society has of encouraging a questioning of the past, of creatively catalyzing alternative social features (Avakov, 1980).

> A curriculum that attempts to bridge education and work will make the transition more beneficial to youth, and also offer opportunities to learn independence and decision-making, to learn self-confidence, work-habits, and to test skills and explore interests and to exercise responsibility (Sexton, 1978).

Linkage with the environment

Commenting on 'Career education and collaboration' Hoyt (1978) elucidates several basic assumptions that combine to form the basis of need for the concept of collaboration between education and work:

1. The term education includes much more than schooling. Many learning opportunities exist in the broader community beyond those found in the formal system of "schooling".
2. The educational needs of today's students cannot be adequately met by the educational system alone. The learning resources of the broader community are needed and must be utilized.

Bunker Roy (1979) stresses the need for university education's participation in industries and in development work. The suggestions given for ways and means by which universities can focus their attention on critical issues of national interest designed for the socio-economic development of the rural poor include:

1. As a part the universities must make an inventory of all the existing voluntary agencies working in the field within easy reach and then start a dialogue on how best they can work with each other.
2. Start a cell for giving advice to those students who are keen to keep working in the rural areas. ... this will professionalize rural development effort of the voluntary agencies, an input missing in many agencies.

The findings of the present investigation based on information obtained from employed alumni, experts in child development, and employers of child development workers, reiterate the importance of such a linkage between education, work and the community.

Higher Education for Women : Need for Expansion of Home Science Education

The Kothari Commission Report (1964-66) commented on the need for special efforts to expand women's education at the college and

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university stage in view of the shortage of educated women available for taking up positions of directional and organizational responsibilities. The report also adds that "for a large number of women students there is need for linking up higher education with specific avenues of employment where the services of trained and educated women are urgently required (Ministry of Education, Government of India, 1971, p.571).

More specifically, "Home Science is gradually receiving recognition as an academic discipline. Home Science, in addition to giving good general education, should equip students on a scientific basis to work in the professional fields of dietetics, food technology, family welfare work, extension work in community development and Welfare Extension Projects, research work in projects and schemes of ICMR, ICAR, and Council of Child Welfare".

What has been said of Home Science Education in general could well apply for the discipline of Child Development in particular, and is as applicable today as it was two decades ago.

Assessment of the Status of Home Science Education

Reviewed in this section are four major studies conducted between 1969 to 1979 to investigate the professional contribution of Home Science institutions and their graduates.

Ghorai (1969)prepared a master career list and checked with teachers of 35 degree granting colleges for jobs available for home science graduates in India. Her findings indicated that majority of the graduates were working as teachers.

Sarojini Abraham's (1971) study investigated the contribution that home science institutions and their graduates are making to nutrition goals and needs in the country. The major conclusions and recommendations that emerge from her assessment of the employment status of Home Science (Foods and Nutrition) and their employers highlight the following: need for vocational training in Home Science; provision of intership facilities to serve as a motivator for job placement; revision in admission requirements so as to encourage students who are willing to work in the rural areas and serve the community; stress on action research projects; provision for short-term courses to train community level workers; and, rural orientation in both theory and practicum.

The report presents the view of home science leaders that "The notion that home science colleges function primarily as "finishing schools" for upper and middle class girls is unfair" and adds:

> What stands out most vividly in a survey of this sort is the paucity of bridges between home scientists and their institutions on the one hand, and potential employers and

> agencies serving community needs on the other ... Home scientists, however, must establish that they have the skills, enthusiasm, and committment to participate in this real and potential opportunity. An immediate need, it would seem, if more bridges are to be built, is that a great deal more communication be established between home scientists and the array of public and private institutions which could benefit from their talents and resources (Abraham, 1971, p.45).

L.S. Saraswathi (1979) presents a rather gloomy picture of the opportunities of service available for home scientists in Madras city. Her survey indicated that home scientists were mainly teaching in educational institutions, that too, mainly in colleges offering degree courses in home science. Out of the 145 employed home scientists in Madras city, 127 were teaching (87.5%); of these only seven specialized in Child Development of whom five worked as college teachers, one as nursery school supervisor, and one as instructor in a balsevika training center.

Based on the analysis of the review of literature available on the employment status and prospects of home science graduates L.S. Saraswathi (1976) suggests a plan of action for vocationalization of home science. These include: (1) Identification of home science requisite jobs on which home scientists are already employed and further exploration of the world of jobs for identifying home-science-requisite-jobs. (2) Identification of knowledge and skills specifically needed for successful job performance of each of the jobs identified, (3) Incorporation of learning experiences for the acquisition of knowledge and skills needed for specific jobs in the curriculum of home science colleges. (4) Publicity of training given to the home scientists for specific jobs for the benefit of employers and employing organizations. (Internship or apprenticeship programs with prospective employing organizations is recommended alongwith). (5) Striving for actual employment of the trained home scientists for the jobs they are trained for, and (6) Constant evaluation of the training in terms of quality of job performance working towards improving the training program to better suit the jobs (pp.23-24).

The present investigation may be considered as an attempt in the direction of the action plan recommended above, with specific focus on the discipline of Child Development. The study has aimed at assessing the employment status of child development graduates, obtaining a feedback from alumni on the job competencies required in the field, evaluating the gaps in the training, and seeking views of employers and experts in child development and allied disciplines for revitalizing the curriculum. The latter contacts also served as a publicity drive for asserting the child develop-

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ment workers' competence in manning varied positions related to child and family services.

Role of Experts in Curriculum Evaluation

Before proceeding to explain the rationale of the study and its specific objectives, a minor digression on the role of experts and their judgments on curriculum evaluation becomes necessary. To quote Lewy (1977),

> At various stages in curriculum development expert judgments are needed as input data by the curriculum decision makers. Many competencies must be integrated to produce a new curriculum, no one person would possess all the expertise required. For a specific curriculum area we define an expert as one who is competent and experienced relevant to a particular aspect of curriculum development process. Thus teachers in a subject area, subject-matter scholars, educational supervisors and inspectors, philosophers, psychologists, sociologists, parents, and informed citizens may serve as experts in the curriculum development and curriculum evaluation process (Lewy, 1977, p.167).

For this reason, as well as with the awareness that no expert is completely neutral and free from bias, a conscious attempt was made to include in our panel of experts, specialists in child development, as well as allied disciplines such as Nutrition, Education and Extension, Social Work, Media and Communications and also Heads of University Departments, Principals of Schools, Directors of Voluntary Agencies as well as National and International Agencies working for child and family welfare.

Section II

The Present Study

Over the years there has been an increasing awareness of the importance of Child Development as a special discipline of study and the significant contribution it can make toward effective services for the child and the family. Recognition of the role of the child development worker in understanding and facilitating the healthy growth of the total child and his family, has dispelled the lurking doubts as to whether such specialization has a contribution to make over and above that of social work, education, clinical services and the like.

The major credit for achieving such a recognition and credibility goes to the child development worker herself. Despite the inevitable teething troubles, the child development worker has succeeded in carving a niche for herself as a significant member of a team of workers providing services for children. (The choice of the feminine gender is not so much a reflection of the women's lib as of the fact that the discipline in our country unfortunately is almost the sole monopoly of women!)

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This perhaps is an opportune period for us to take stock and assess the existing curriculum in child development and ask: For what kind of jobs are we preparing the child development workers? Do the competencies developed in the existing program of study and those expected in the jobs match? Furthermore, what about new job possibilities with new job requirements?

With the explosion of knowledge regarding the child and his development, with increasing sensitivity to his needs, and the consequent dedication on the part of the governments and other concerned agencies to the cause of the child, the child development worker indeed has immense possibilities.

The search for an answer to some of the queries raised above, provided the rationale for the present study. The present study aimed to evaluate and revise the child development curriculum, with the view of increasing its relevance and usefulness in the light of the competencies expected of the child development workers in fulfilling their job demands. The views of the experts in Child Development and allied disciplines regarding the curriculum requirements that will rectify the present gaps in training, and meet the present and future job demands in the field, as well as the views of employers regarding their satisfactions and dissatisfactions with the child development workers performance were also focussed upon.

It was hoped that the study would serve a two-fold purpose of giving a feedback for curriculum revision, and also suggesting job possibilities, both for the present and future, thereby facilitating effective job placement of child development graduates.

The investigation concentrated primarily on the alumni and the curriculum of the department of child development at the M.S. University of Baroda, since the good intentions of broadening the coverage to include graduates in child development from other universities did not prove very fruitful. A brief overview of the program of studies offered by the Department of Child Development, at the M.S. University of Baroda is presented herein, followed by the specific objectives of the study.

Overview of the Program of the Department of Child Development, M.S.University of Baroda

Three decades have gone by since the inception of the Department of Child Development at the M.S.University of Baroda. From its modest beginning as a laboratory nursery school, it is today a full-fledged post-graduate department, offering no less than five programs of study related to Child Development and Early Childhood Education.

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At present, the department offers the following programs of study - (a) under-graduate diploma in Child Development; (b) post-graduate diploma in Early Childhood Education; (c) B.Sc. degree with major in Child Development; (d) M.Sc. degree with major in Child Development, and (e) Ph.D. degree with major in Child Development.

The Department of Child Development at the M.S. University of Baroda, has many "firsts" to its credit. It is the first department to (a) start a laboratory nursery school; (b) introduce a program of training for pre-school teachers, long before the Kothari Commission came up with its recommendations on the same; (c) start the under-graduate, and then the graduate, and doctoral with specialization in Child Development; (d) establish an infant testing center leading to one of the few longitudinal studies on motor and mentaldevelopment of Indian infants; (e) start a play center for handicapped children and attempt to integrate them with the pre-school program for normal children. More first can be added to the list, all of which focus our attention on the need to take stock, evaluate, and to build on and strengthen our existing program.

What we would like to emphasize here is that we have consistently made an attempt to integrate theory, field work, and research, in all our programs. Development of subject matter competence and professional skills is closely interwoven with parent education and community services. An inter-disciplinary approach to the study of the child has been emphasized, and by conscious choice the focus has been the study of the total child in the relevant socio-cultural context. While for many years our concentration had been on the urban child, in recent years we have introduced a rural bias with the objective of increasing our students' awareness and sensitivity to the existing conditions, and our committment to the betterment of the child's life.

With the increasing awareness of the importance of Child Development as a discipline of study, with the explosion of knowledge in the field and its related disciplines, and with the kind of job opportunities available, and the competencies expected in the same, we have had repeated opportunities and reasons to revise our curriculum. The introduction of the Integrated Child Development Scheme on the national scene is one such reason and opportunity.

Right from the early years, it has been the policy of the department to build and revise the curriculum to suit the needs of the existing conditions in the field so that a relevant and

meaningful program of education may evolve. In this endeavour our alumni have played a very vital role. During the past decade and a half, hundreds of young girls (unfortunately no boys!) have graduated from the department, taking up jobs in different regions of our country as well as in the United States, United Kingdom, and Canada and South-East Asia. The positions occupied by our alumni vary widely ranging from that of a pre-school teacher in a local nursery school to that of an administrator heading an institution or department in an Indian or foreign university. Alongwith the positions held, there is a good deal of variance in terms of responsibilities assumed and competencies expected for the tasks to be fulfilled in different jobs.

Feedback from our alumni has been of immense help in our efforts to make relevant curriculum modifications. Till recently, however, such information from our alumni had been more by personal contact and correspondence and no effort had been made to study systematically the job placement of our alumni and the competencies expected of them, and then evaluate the existing curriculum in the light of the findings. The present investigation was geared towards such an effort. The objectives of the study were:

1. To contact, in person or by post, the alumni of the Department of Child Development from the year 1959 onwards and identify the job positions held by them.
2. To identify the competencies required, as perceived by both the employers (or immediate supervisors) and employees, in the varied positions held by our alumni.
3. To obtain the opinion of selected experts in Child Development and Allied Disciplines regarding the curriculum requirements that will meet the present and future job demands in the field.
4. To evaluate the extent to which the program of study completed by our alumni in this department prepared them to carry out their job responsibilities.
5. To make recommendations for an effective curriculum in child development that will be relevant and useful in meeting the existing and prospective job requirements in the field.

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METHOD

As stated earlier, the aim of this research project is to (i) identify the nature of jobs taken up by the Alumni of the Department and the competencies required for the same, (ii) to evaluate to what extent has the curriculum of the department helped the Alumni in developing these competencies, and (iii) to make necessary modifications in the curriculum with the view of increasing its relevance in the light of competencies expected in the field.

The present chapter describes the method, tools and procedures utilized in collecting the data for this study which has been obtained from three major sources: (i) the Alumni of the department; (ii) Experts in the field of Child Development and related fields, and (iii) Employers of Child Development workers and Heads of the Departments of Child Development in India. The chapter, has been divided into three sections, viz. Section I which deals with information obtained from the Alumni of the department, Section II which deals with information obtained from experts, employers and heads of departments, and Section III with a study of para-professional workers in child development which was on off shoot of the present project.

SECTION I

1. Identification of Addresses of the Alumni

Six hundred and three (603) names were identified from the admissions register of the Faculty of Home Science, M.S. University of Baroda and then efforts were made to obtain addresses of these Alumni who had enrolled for their Masters, Bachelors (in Child Development) and Post-graduate Diploma in Pre-school Education in the Department since 1950. Of these, 440 Alumni addresses were obtained from the following sources:

- from the College Admission and Enrollment records;
- from the staff and students of the department, a few of whom maintain contact with some of the Alumni;
- by publishing a notice in the local news paper requesting the Alumni to send in their current addresses; and lastly
- by mailing a self-addressed reply post card to all the Alumni (whose present addresses could not be traced) to the addresses obtained from the enrollment registers asking them to send in their current addresses.

Of the 603 name identified, a list of 440 was prepared excluding (a) those names which were listed more than once because the student was enrolled successively in two programs

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i.e. B.Sc. and then M.Sc. or P.G. Diploma (about 10% of the total). (b) those who enrolled for a course but then dropped out to join another course, another Faculty, or got married and discontinued before graduation (about 10% of the total); and (c) those whose addresses could be identified as obviously erroneous or outdated, but whose current addresses could not be identified. The records before the sixties were not systematic and hence difficult to trace (about 10% of the total).

The total number of students who had enrolled in the department since 1950 and those who could be identified is presented in Table 1.

Table 1. Identification of Alumni Addresses.

	Total number enrolled in in the department since 1950	Total number whose addresses were identified
M.Sc.	126	108
B.Sc.	275	161
P.G.	202	171
Total	603	440

2. Preparation of a Semi-Structured Questionnaire for Obtaining Background Information of the Alumni

To obtain background information of the Alumni and also information regarding the extent to which the preparation given by the Department helped the Alumni in meeting their present job requirements, a semi-structured questionnaire was formulated. The tool consisted of two sections viz. Section A which included information on personal and family background of the Alumni and Section B which included information on feedback on curriculum in terms of theoretical knowledge, practical experience and research competencies. A covering letter explaining the purpose of the project and requesting the Alumni to extend the maximum co-operation was also attached to the tool (see Appendix I.A).

Pilot Study

Prior to finalizing the tool, three pilot studies were conducted. The first pilot study was conducted on a sample of 10 employed and present master students of the department with the objective to (i) check whether the required information could be collected through the questions formulated; (ii) check on the comprehension of the questions asked; and (iii) to know the general reactions of the respondents towards the questionnaire and obtain specific suggestions for modifications of the same. The results of the pilot study revealed that while the items related to the background information of the respondents were

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quite clear, items related to professional experience and feedback on the curriculum lent themselves to different interpretations even among the masters students who formed the subjects for the pilot study. Since questions such as "we do not remember the course we studied" arose, the items were made more specific and the language simplified.

A second pilot study, with similar objectives as pilot-study 1, was conducted on a sample of 10 employed graduates (B.Sc.'s.) and graduates with post-graduate diploma in pre-school education. This was done to ensure that the tool was simple and self explanatory for alumni at all levels to be able to answer. This revised tool was also given to the five members of the Research Committee of the Department to get their opinion on (i) the content and format of the questionnaire; and (ii) clarity and comprehension of the questions. The results of the second pilot study revealed the need to restructure the questions. Item No. 2 on curriculum feedback namely, gains in terms of theoretical knowledge, practical experience and research competencies posed the maximum problems. A Research Committee meeting was therefore held where the findings of pilot study 2 were discussed in detail. Suggested changes in questions posing problems were incorporated, after which the tool was finally approved for the Masters Alumni (see Appendix I.A). A Gujarati version of the same tool with further simplification of questions was recommended for use with the B.Sc. and P.G. Diploma Alumni.

To check the feasibility of the revised tool, a third pilot study was conducted on 21 P.G. Diploma and B.Sc. graduates who were employed in local schools in Baroda. The questionnaire was filled in the presence of the investigator and those questions which needed clarification were noted down. The results indicated that further simplification of questions was necessary and that giving examples helped. For example, when asking the Alumni about their job description and responsibilities associated with their jobs, it helped when at the beginning, an example of a Research Associate along with her job responsibilities given (see Appendix I.B). Examples, wherever necessary, were therefore added. Opinion of experts well-versed in Gujarati was also taken for the Gujarati version to ensure that the translated tool conveyed the same meaning as the English version did. The final tool, included items related to (i) individual and family background; (ii) professional experience; (iii) job responsibilities and various aspects of satisfaction and dissatisfaction with the same; and (iv) feedback on the curriculum in terms of theoretical knowledge, practical experience, and research

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competencies (for more details see Appendix I.B).

Procedure

The 108 Masters Alumni whose complete addresses were available were posted the questionnaire in English, while the 161 B.Sc. Alumni and 171 P.G. Diploma Alumni were posted the more simplified Gujarati version in December 1980. After an interval of about two months i.e. in March-April 1981, 2 sets of reminders were posted to ensure maximum return (see Appendices I.C and I.D)

The total number who were sent the questionnaire and the total number who responded were as in Table 2.

Table 2. Feedback on Alumni Information Questionnaire.

	Total number to whom the questionnaire was posted	Total number who responded
M.Sc.	108	71
B.Sc.	161	66
P.G.	171	60
Total	440	201*

*Note: Of these 197 could be used for analysis. Four were received after all analyses had been completed.

Plan of Analysis

The responses obtained from the questionnaire were categorized into the following: (i) marital status, (ii) type of family, (iii) family background of the married/unmarried alumni, (iv) total family income, (v) further degree/diploma held, (vi) status of employment, (vii) reasons for not taking up a job, (viii) present designation, (ix) discontinuity, if any, in employment and reasons for the same, (x) voluntary work undertaken, (xi) positions held in voluntary work, (xii) degree of interest in present work, (xiii) plans, if any, for changing present job and reasons for the same, and (xiv) aspects of the department that impressed the respondent, in order of preference. Coding and tabulation were checked by two assistants. Frequencies were tabulated against each of the developed categories and the same were converted into percentages.

3. Formulation of the Structured Questionnaire to obtain Information on Competencies required in Various Job Positions.

Based on the initial analysis of the responses of the semi-structured questionnaire, a list of job responsibilities carried out in various job settings (e.g. University teachers, school teachers, researchers, social workers/welfare workers, special education teachers) was prepared and categorized into six major

categories viz. administrative and managerial, teaching, field work, dissemination of information, and guidance and counselling. A list of competencies (knowledge, skills, abilities, personal qualities) required to carry out each responsibility as obtained from sources like books, colleagues in the department, research studies, experts etc. was prepared and listed against each specific responsibility. At the same time, opinions of 10 experts in the field of Child Development and related fields was sought to check on the completeness of the list of competencies as these experts have employed/been employing child development workers in their institutions and were therefore aware of their job-requirements (see Appendix I.E for names of experts).

Pilot Study

The structured questionnaire was pilot tested on 10 post-graduate students and Alumni of the department as well as graduates from other universities. The subjects were asked to mark the competencies required for a specific job on a five-point rating scale. An illustrative example is provided herein (see Appendix I.F for details).

Competencies Required	V.E.	E.	S.D.	R.D.	N.E.
KNOWLEDGE OF					
1. Human relations and behavior.					
2. General psychology.					
ABILITIES FOR					
1. Cognitive competence					
1) Long range vision.					
2) Clarity of thought.					
SKILLS IN					
1. Working with others:					
1) Encouraging.					
2) Holding a group together.					
PERSONAL QUALITIES					
1. Open mindedness to ideas and people.					
2. Seriousness.					

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Against each of these competencies, the subjects were asked to mark whether they considered each of these as Very Essential (V.E.), Essential (E), Sometimes Desirable (S.D.), Rarely Desirable (R.D.) or Not Essential (N.E.). The main purpose behind conducting the pilot study was (i) to ascertain the clarity of

each statement; (ii) to check on the length of the questionnaire; (iii) to see whether a structured questionnaire would lead to stereotyped responses; and (iv) obtain suggestions for improvement.

The results of the pilot testing revealed that the list of competencies was too long and tended to be repetitive. The randomization of related items to prevent response tendencies was also found to be confusing as the respondents felt they had to switch back and forth.

A second pilot study, with similar objectives as the former was conducted on 10 more post-graduate students. The results of the second pilot study indicated a tendency on the part of the subjects to mark that is ideal (and not what is actually true). Hence suggestions were given for revising the instructions provided at the beginning of the check list, and repeating them again some place midway in the tool. Suggestions were also made to convert the five-point rating scale to a three-point rating scale as the respondents felt that the five point rating scale was difficult to use as discrimination between "sometimes desirable" and "rarely desirable" was too fine.

The respondents further felt the need to translate the instructions in Gujarati. Based on these suggestions, the tool was revised and again pilot tested on 9 more subjects including employed M.Sc. and B.Sc. graduates and graduates with post-graduate diploma in pre-school education. The tool was found satisfactory and ready for posting (for further details, see Appendix I.F).

Procedure

Prior to posting the second questionnaire, a reply post-card was sent to all the Alumni to (i) ask them whether they were ready to answer the second questionnaire, assuming that a prior committment would ensure a response; (ii) cross-check whether they had received the first schedule; and (iii) act as a reminder (see Appendix I.G).

The second questionnaire was then posted in August-September 1981 to all those Alumni who were employed. A reminder was sent in December 1981-January 1982, to ensure maximum return (see Appendix I.H).

The total number of Alumni who were sent the structured questionnaire (Schedule II) and the total number who responded are as in Table 3.

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Table 3. Feedback on Job Competency Schedule.

	Total number that were sent the structured questionnaire	Total number that responded
M.Sc.	82	44
B.Sc.	65	31
P.G.	68	32
Total	215	107

Plan of Analysis

Based on the responses to the structured questionnaire, the jobs held by the Alumni were classified as follows: (i) University teachers, (ii) School teachers, (iii) Officers, Social Workers, Welfare Workers, (iv) Researchers, and (v) Special Education teachers (for further details see Appendix I.I).

Frequencies of competencies required for various job positions and indicated as 'very important', 'somewhat Important', and 'not important' were calculated and then converted into total frequencies.

SECTION II

1. Interviews of Experts in Child Development and Related Fields and Employers of Child Development Workers.

These interviews were conducted with the purpose of obtaining the experts' feedback on the present position of Child Development workers and what the future demands were likely to be.

Sample

The sample consisted of 41 experts from the field of Child Development and related fields and employers of Child Development workers (for list of experts, see Appendix I.J). The experts interviewed were from nine major cities viz. Baroda, Ahmedabad, Bombay, Poona, New Delhi and Udaipur, Madras, Bangalore, and Mysore. In two instances information was received by post as the concerned experts were not available for interviewing.

Tool

The tool consisted of an unstructured open-ended interview schedule which included the following major components: (i) various jobs held by Child Development workers, responsibilities associated with these jobs and competencies required to fulfill these responsibilities; (ii) kinds of job responsibilities which child development graduates are able to fulfill efficiently and gaps, if any, reflected in their training; (iii) need for paraprofessionals in this particular field of work; (iv) areas where Child Development workers could work in future; and (v) employers'

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preference of social workers to child development workers.

Procedure

Prior to interviewing the experts, a detailed frame-work containing information regarding the objectives of the project as well as broad areas around which the interviews would be conducted was sent in advance by post to the interviewees in order to orient them to the interview which was to follow (for details see Appendix I.K). Simultaneously, appointments for the interviews were also taken.

The interviews were conducted by the Research Associates Ms. Deepak Kalra and Ms. Dolly Patel and/or one of the Principal Investigators. The investigator met the interviewees at the appointed time and place. All the interviews were conducted around the broad areas of the interview schedule and were tape-recorded and transcribed. In some cases where the tape-recorder failed to work, the responses were noted down verbatim by hand.

Plan of Analysis

The responses obtained from the interview were analyzed qualitatively and quantitatively under the following major categories; (i) nature of jobs held by child development workers; (ii) reasons why child development workers opt for a teaching career; (iii) reasons why employers/agencies prefer to appoint social workers rather than child development workers; (iv) a growing need for para-professionals in this particular field of work and their job responsibilities; (v) need for curriculum revision in terms of theoretical knowledge, practical training, and development of competencies (knowledge, skills, abilities, personal qualities); (vi) specific recommendations/suggestions for the B.Sc. program; and (vii) general recommendations for training programs in Child Development. Frequencies of responses were calculated against each of these categories.

2. Formulation of the Alumni Information Questionnaire for Obtaining Information regarding Alumni from other Institutions.

Sample

The sample consisted of 25 major institutions in India offering a program in Child Development. These institutions are in the following cities: Hissar, Parbhani, Bombay, Delhi, Calcutta, Madras, Cochin, Hyderabad, Pantnagar, Dharwar, Ludhiana, Jorhat, Udaipur, Chandigarh, Bangalore, and Vallabh Vidyanagar (for list of addresses see Appendix I.L).

Tool

The tool consisted of a semi-structured questionnaire which

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aimed at obtaining information regarding the job positions held by child development graduates from other University departments (see Appendix I.M).

Procedure

The Alumni Information Questionnaire was posted in December 1981 to the Heads of the 25 institutions offering a program in Child Development along with a covering letter explaining in detail the objectives of the project (see Appendix I.N).

Plan of Analysis

The responses obtained were analyzed qualitatively as only nine institutions had sent in their responses (with full information) and one was returned blank. The responses were analyzed under the following components: (i) name of the institution offering a child development program and year of initiating the program; (ii) various jobs held by the child development graduates; (iii) International/national agencies employing these graduates; (iv) self employment projects pursued by these graduates; and (v) changes anticipated in the kinds of jobs held by the graduates.

3. Formulation of the Employers' Questionnaire for Obtaining Feedback on Job Performance of Child Development Workers.

Sample

The sample consisted of 42 Heads of the Departments of Child Development and related fields in India (for details of addresses see Appendix I.O).

Tool

The tool consisted of a semi-structured questionnaire (see Appendix I.P) which aimed at getting a feedback on various aspects of job performance of the child development workers whom the employers have employed/been employing over the years in their institutions/agencies.

Pilot Study

A pilot study on five principals of five local schools in Baroda was conducted to check on the clarity of the tool. The questionnaire was filled in the presence of the investigator and questions posing difficulties were noted down. The results of the pilot-test revealed that certain questions needed reorganization in terms of language. Based on these suggestions the questionnaire was revised, and the final tool included the following major components: (i) numbers of child development workers employed in the institution; (ii) job responsibilities of the workers; (iii) employers' satisfaction/dissatisfaction with certain aspects of training of child development workers;

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(iv) future openings in the institutions for child development workers; (v) suggestions for curriculum revision to the training institutions; (vi) anticipated future changes in the kinds of programs run by these institutions; (vii) kinds of para-professionals working in the institutions; and (viii) suggestions regarding the kinds of training child development workers need to meet the present job requirements.

Procedure

The questionnaire was posted to all the 42 institutions in January 1982 of whom only 5 responded.

Plan of Analysis

The responses obtained have been analyzed qualitatively as only five employers had responded fully and three employers had returned blank questionnaires stating that it was not applicable to them.

SECTION III

As an offshoot of the present project, a separate study was undertaken by a master's student (D'silva, Sr. 1981) as her dissertation work under the guidance of Professor Amita Verma, Senior Project Investigator. The main objective of this component of the study was to find out the essential skills, qualities, and competencies of the field-level workers in programs offering services to women and children of the disadvantaged sections of society. The secondary objective was to contextualize the field level worker by making a profile of the welfare programs and of the training programs conducted by these agencies.

Sample

There were three sets of samples.

Sample A consisted of six voluntary welfare agencies namely,

- The Comprehensive Rural Health Project, Jamkhed, Ahmednagar Dist., Maharashtra (CRHP, Jamkhed).
- The Creche Nurses Training School, Sangli, Sangli Dist., Maharashtra (CNTS, Sangli).
- The Gram Bal Shiksha Kendra, Kosbad, Dahanu Dist, Maharashtra (GBSK, Kosbad).
- Mobile Creches, Bombay.
- The Self Employed Women's Association, Ahmedabad, Gujarat, (SEWA, Ahmedabad).
- Project on Social Work in Selected Municipal Schools in Bombay, Nirmala Niketan, Bombay.

The six agencies were selected to study (a) the role of the field-level worker; (b) programs in which the worker plays a vital part; (c) training procedure and approaches of the agencies. The

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agencies were selected on the basis of the criteria that they must : be from the voluntary sector; offer welfare services to women and children of the disadvantaged sections; attempt integrative and comprehensive services; recruit and train local persons with training emphasis on field-work; have a minimum of three years experience in training.

Sample B consisted of 30 staff members and trained workers from three of the agencies included in Sample A, namely, SEWA, Ahmedabad, Mobile Creches, Bombay, and CHRP, Jamked, to obtain data on personal background, job description and satisfaction, nature of training, and competencies required of the field-level worker. The interviewees were drawn from three agencies representing rural, tribal, and the urban poor and representing different areas of specialization namely, health, nutrition, welfare, and education.

Sample C included thirty training instructors/co-ordinators/ supervisors from ten agencies, namely, All the six agencies included in Sample A plus 'Mobile Creche', Delhi, Seva Mandir, Udaipur; and Nursery Teacher's Training Course, Sophia Polytechnic, Bombay.

The ICCW sent the rating scale (to which sample C responded) to the Heads of Balsevikas Training Institutes in different parts of India thus enabling a cross country representation : Gujarat, Maharashtra, Punjab, Haryana, Uttar Pradesh, Tamilnadu, Karnataka and Kerala.

Sample C were respondents to a Rating Scale to determine the essentiality of competencies listed on the basis of information obtained from Samples A and B.

Tools

Data for preparing the profile of agencies was collected through (a) literature available on the concerned agencies; (b) on-the-spot observations of the agencies, programs, the worker-in-action, and training-in-action; (c) an interview schedule.

A master list of competencies required of the worker was prepared on the basis of the information collected from the agencies and structured as a check list with a three point rating scale.

The interview schedule used in the first part of the study has three main components: personal data on the field worker; aspects related to job description and satisfaction; aspects related to the training on skills, qualities and competencies required for the job of child care workers.

The check-list with rating scale used in the second part of the study included 84 items related to skills in communication, personal qualities; and competencies required for creche and balwadi work, health and nutrition services for mothers and children; non-formal education of children from 0-14 years; parent contacts and adult education. The three point rating was in terms of Desirable (but not essential), Essential and un-essential.

Analysis

The profile of the agencies is presented as descriptive case studies (not included in this report)(Refer D'silva, 1981).

The analysis of the second part of the study, namely the preparation of a comprehensive list of competencies considered essential for a child care worker based on the experiences of agencies offering integrated welfare services to women and children, is of particular relevance to the project presented herein. For this purpose, frequencies of responses indicating desirable, essential, and unessential were calculated for each of the 84 items with cross-tabulation for responding agency as well as field of specialization of the training instructor/ supervisor (respondent). Items marked as 'essential' by two-thirds of the respondents were termed as essential and included in the final list of competencies.

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LIST OF APPENDIX - I (METHOD

I.A Alumni Information Questionnaire (English Version)

I.B Alumni Information Questionnaire (Gujarati Version)

I.C Reminder 1.

I.D Reminder 2.

I.E List of Experts.

I.F Competencies Related Structured Questionnaire.

I.G Reminder (Post-card).

I.H Reminder 2.

I.I List of Job Categories.

I.J List of Experts Interviewed.

I.K Interview Schedule.

I.L List of Addresses of 25 Institutions.

I.M Alumni Information Questionnaire for Obtaining Information of Alumni of other Institutes.

I.N Alumni Information Questionnaire's covering Letter.

I.O List of Addresses of 42 Heads of Departments.

I.P Employer's Questionnaire.

I.Q Alumni Thank you Letter.

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MAJOR FINDINGS

Section I

1. Background Characteristics of the Alumni of the Department of Child Development, M.S. University of Baroda (n = 197).

The Alumni of the Department of Child Development hail from practicaliy all States* of India, eventhough the proportion of students, from Gujarat is high in the undergraduate and post-graduate diploma programs, and the proportion of students from the Northern states is high at the master's level. Subsequent to graduation a good number have settled down in foreign countries such as the United States of America, Canada, United Kingdom, Switzerland; African Countries such as Nigeria, Kenya, Tanzania; Kuwait, United Arab Emirates, Nepal, Thailand, Singapore, and Australia.

1.1 Religion: The students come from various religious backgrounds - Hindus, Muslims, Christians, Parsees; however, a predominant number being Hindus.

1.2 Marital Status: Majority of the respondents (63%) are married; about 36% reported single, most of them being recent graduates; only two alumni reported being divorced or separated. (Appendix II.A, Table 1).

1.3 Family Type: About 50% of the alumni live in nuclear families; 39% in joint or extended families, the remaining (about 10%) stay by themselves (Appendix II.A; Table 2).

1.4 Income: About 75% of the alumni come from the income group above Rs.2001/- p.m., a very small minority (4%) fall in the range of Rs.500 to Rs.1000 p.m., while the rest in the income range Rs.1001 to Rs.2000 p.m. (Appendix II.A, Table 3).

1.5 Educational and occupational background: The responses to items related to the education and occupation of parents/in-laws/husband, do not present a clear picture. In general, it is seen that about a third of the alumni come from homes wherein fathers/father-in-law/husbands have a professional education - Medicine, Engineering, Management, Law, Social Work, Accountancy etc. The mothers/mothers-in-law have comparatively lower level of education than fathers/fathers-in-law, about 20% are graduates; most of them are full time house wives, an extremely small number are in the teaching profession, business or medicine (Appendix II.A, Tables 4a to 4d).

Note: *Gujarat, Maharashtra, Punjab, Haryana, Union Territory of Delhi, Uttar Pradesh, Bihar, Himachal Pradesh, Assam, West Bengal, Rajasthan, Andhra, Karnataka, Tamilnadu, and Kerala.

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1.6 Further degrees/diplomas obtained: Of the 197 alumni who responded to schedule I seeking information about them, 108 responded in the positive to the question regarding further degrees obtained since graduation. Sixteen had obtained a doctoral degree, about 19 percent of the B.Scs. had proceeded to obtain a Masters in Social Work, while 19 Masters and Post-graduate diploma students and 17 B.Scs. had obtained either B.Ed. or M.Ed. degrees. Diplomas in Social Work/Social Welfare Administration, in Audiology/Speech Therapy/Learning Disabilities, in Early Childhood Education, and in Management were reported by a small number (4, 3, 8, and 4 respectively). Three of the alumni had obtained a diploma in Law (Appendix II.A, Table 5).

1.7 Status of employment: The profile of employment presented by the 197 alumni is rather encouraging. Forty six percent of B.Scs. (n = 66), 76% of M.Scs. (n = 71), and 83% of the P.G. Diploma alumni (n = 60) are employed. Among those employed 57% of the B.Scs., 67% of the M.Scs., and 54% of the P.G. Diplomas have not changed their job positions, and most of them do not plan to do so either (Appendix II.A, Tables 6 and 8).

A very large percentage of those employed (93%) express a high degree of interest in their work (- they report as interested or highly interested in their job) (Appendix II.A, Table 7).

Reasons given for discontinuities in the job included reasons related to the nature of the job, personal problems, and going for further studies. More specifically, these related to (a) poor job satisfaction, unsatisfactory work environment, poor scope for professional development, fear of stagnation, and inconvenient working hours; (b) marriage, transfer (husbands), young children to care for, pregnancy, lack of encouragement from husband or social setting; (c) going for further specialization, doctoral studies or going abroad (Appendix II.A, Tables 9 and 10).

Ramchandran (1977) had made similar observations regarding professional social workers in Greater Bombay. A vast majority of whom are females- "who after a few years of employment leave the profession to get married or if they are already married, leave to look after their infant children, or because of other domestic or personal reasons (p.80).

Those who did not take up a job gave very similar reasons related to marriage and home making and child care, distance and working hours, and personal-social reasons such as restrictions from parents/husband/in-laws, and health problems of family members (or their inability to take up employment (Appendix II.A, Table 11).

Section II

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2. Jobs Held by Child Development Graduates.

Information related to jobs held by child development graduates was obtained fr a number of sources: (a) alumni themselves (n = 107); (b) experts in child development and related disciplines (n = 41); (c) employers of child development graduates (n = 5); and (d) heads of university departments offering a child development program (n = 9).

There appears to be a general consensus in the various sources of information. University and school teaching (secondary, primary, and mainly pre-school) absorbs the greatest number of child development graduates at all levels. About 10% of the masters students assume administrative positions as Heads of Departments, Principals of Schools, Directors of Institute and Co-ordinators of various Educational programs. Nearly 25% of the B.Scs., and 10% of the post-graduate students, obtain further qualifications and enter into the helping professions such as in welfare programs and clinical settings. Some 10% of the post-graduates become full time research workers in University Departments or in National or International Organizations. Other jobs such as in the Media (Documentary films, television, journalism) or toy manufacturing or production of children's books, are taken up only by four or five individuals who have deviated from the norm and struck out on their own! (Appendix II.B, Tables 1 to 5).

When asked for reasons why child development graduates opt for a teaching career, experts gave two major reasons: those related to the nature of the training received and the nature of the teaching job; and those related to personal reasons. The former included reasons such as, that the nature of the training in child development prepares one best for teaching jobs; job timings are more convenient; teaching jobs are more easily available; there's greater job security; the rules and regulations (of the job) are more flexible; and that more status (social) is still accorded to teaching. Other reasons given included 'work environment is well-suited to the socio-economic background of the graduates', 'child development graduates are not particularly career-minded, hence they find teaching most convenient' and 'they prefer to live in big cities and teaching jobs are the most easily available ones here'.

3. Future Job Prospects of Child Development Graduates.

Specialists in Child Development and allied disciplines, as well as employers of child development graduates were asked to express their opini s regarding the f ure job prospects in the field. The highlights of their responses are presented in this

section and a more detailed commentary as a separate chapter follows this one. As per their expressed opinions child development graduates can be effective in the following:

(a) as trainers of para-professional workers, of local field workers, of teachers and of villagers (or local community members) in various action programs related to community development;

(b) in hospital settings working with the handicapped and exceptional children, with the chronically ill, in prenatal and well-baby clinics, in pediatric wards, in mental health and other clinical settings (such as child guidance clinics); and in public health services;

(c) as consultants in toy making industries, in television and other mass media/communications (especially in programs for women and children), for engineers and architects (in town planning, planning buildings (especially high rise apartment complexes, housing, institutions, play grounds, creches, etc), in schools (for mental testing and counselling), and in industries;

(d) as counsellors in public/municiapl schools, in family and child welfare programs, in hospitals and foster homes, and with emotionally disturbed adolescents, as well as newly married couples;

(e) as administrat rs/supervisors in various settings/agencies working with planning, implementation, and monitoring of basic services for children and their families;

(f) in educational, recreational, and institutional settings, such as creche's and day care cnters, toy libraries, hobby centers, children's section in libraries, and children's recreation centers; balbhavans or gulka bhavans as designers of children's playgrounds and play equipment; as hostel wardens in public schools, other recreational institutions, in juvenile courts; and as educational advisors/co-ordinators in non-formal education programs (for school drop-outs and out-of-school youth) organized during vacations;

(g) in welfare settings and in development projects as child welfare and probation/training/education officers at district and block levels; as extension workers in rural and tribal areas; in government departments, industries, and voluntary agencies.

Other job prospects indicated included these -

(h) as researchers, as nutritionists (!), as youth leaders (in camps), and as authors/writers developing Indian literature (especially children's books); designing books jackets

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or children's literature, and as curators (in children's section in the museum), as entrepreneurs manufacturing children's toys, clothes, foods, equipment;

(i) Suggestions were also given for self-employment prospects such as starting nursery schools, child guidance clinics, and centers for conducting workshops in creative drama, language development, in Mass communication, scripting for Television and Radio programs, and free lance journalism especially in women's magazine (see Appendix I.C, Tables 1 and 2).

4. Job Responsibilities of Child Development Workers.

Information on job responsibilities of child development workers came mainly from (a) child development graduates who held positions in university departments of teaching and research, in private colleges, in schools (secondary, primary, and pre-primary), and in laboratory nursery schools; (b) employers who were primarily principles of colleges or Heads of Departments. Hence the job responsibilities described related mainly to teaching and training. These included teaching at the under-graduate and post-graduate levels, supervising teacher trainees, guiding research, responsibilities related to guiding children, and some administrative responsibilities. This information provided the basic content for the development of the structured schedule for obtaining more specific information on job competencies required for various child development positions (discussed in detail in Section III of Results). Competencies required for other jobs held by child development workers were compiled on the basis of experts opinions, as well as review of related literature in the field.

Job responsibilities of para-professional child development workers was obtained from expert opinions and mainly from D'silva's (1981) report. This has been discussed separately in Unit 7.

5. Gaps in the Training of Child Development Workers as Perceived by Experts in Child Development and Allied Discipline, and by Employers.

Both employers and specialists in child development and allied disciplines expressed satisfaction regarding child development workers':

- familiarity with theories of child development as well as the stages of development of children;
- awareness of the importance of all-round development of the child;
- analytical perspective;
- ability to establish rapport with children;

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- conceptual clarity and work efficiency; and
- ability to fall in line with the system of the institution's functioning.

Dis-satisfactio were expressed regarding child development workers':

- lack of effective communication skills;
- low motivation (for work);
- lack of supervisory and administrative skills;
- poor approach in working with parents from a different (i.e. poorer) socio-economic background;
- poor appreciation of the physical and financial constraints of the (public) schools;
- lack of sufficient practical experience in their training;
- lack of skills in counselling, as well as in test construction, administration, and interpretation of psychological tests;
- inability to handle more than few children at a time;
- inability to integrate theory and practice; and
- inability to work independently (Appendix II.D, Table 1).

Since it has been a general observation that given the choice between a child development graduate and a graduate in social work, employers/agencies prefer to appoint graduates in social work, we sought reasons for such a preference. The reasons given related to the nature of practical training received by social workers, to some of the specific skills and abilities possessed by those trained in social work, as well as some areas of knowledge and attitudes which lead to greater job competency (especially in service oriented projects) in social workers (Appendix II.D, Table 2).

To elaborate, aspects of practical training wherein social work training was considered more efficient, included:

- greater exposure to the field (work in the community setting);
- greater familiarity with the target group (especially the rural population and the disadvantaged groups);
- insight into various problems faced in reality; and consequently: ..
- training for developing and conducting programs that are more realistic (reality-based).

Similarly, the abilities and skills appreciated in social workers included:

- ability to handle a project independently;
- ability to handle any situation or group with ease;
- ability to reach out to people;
- ability to establish rapport;

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- skills in supervision, organization, management, and administration;
- skills in mobilization of resources.

In terms of knowledge, the social workers were deemed as knowing more about:

- existing resources;
- existing legislation in the country;
- the milieu of the slum children; and
- the functioning of other welfare agencies related to their field.

Social worker's attitudes in terms of professional seriousness, sensitivity to the needs of the people, willingness to work in rural areas, adaptability and innovativeness, and positive attitudes toward work received favorable mention. That the social work institutes themselves are affiliated to other (welfare) agencies and that they have influential contacts in key positions was also emphasized as a plus point.

Only one respondent opined that he does not prefer social workers because they have a rather patronizing attitude and are not inquiry-oriented!

Section III

6. Job Competencies Required in the Field.

Information presented in this section is based on (a) responses of 107 employed alumni of the departmen to a structured checklist; (b) responses of 41 experts in child development and allied disciplines and five employers of child development workers. Information on para-professional training needs integrates data documented by D'silva (1981) also.

Knowledge content, abilities, skills, and personal qualities considered important for competent performance of various jobs is presented first based mainly on alumni responses (Appendix II.E, Table 1) followed by recommendations for enriching the curriculum that emerge from experts' and employers' interviews as well as alumni's suggestions (Appendix II.G, Tables 1 and 2).

6.1 Areas of knowledge considered important

(a) knowledge of Human Relations and Behavior including General Psychology, Physical Growth and Development, Environmental factors affecting development, characteristics of various age groups, Individual differences, and Parent and Community Education received highest emphasis.

(b) Knowledge of Case-work techniques including individual approach, Group-work, and Guidance and Counselling were emphasized by all (i.e. University and school teachers, social workers,

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and special education teachers) except research workers. The latter considered knowledge in this area as not very important to their job.

(c) Knowledge in selected areas received emphasis only from those who hel specific job positions and not from others. These include: (i) knowledge of family and society emphasize by Research Workers (n = 18) but not by alumni in other job positions; (ii) knowledge of Early Childhood Education emphasized only by university and school teachers (n = 124); (iii) knowledge of Special Education considered important by all special education teachers (n = 3) only; (iv) knowledge of Child and Family Welfare considered necessary by University teachers and Social workers (n = 59); (v) knowledge of 'agencies sponsoring and funding field action and research programs, and dissemination of information considered essential by research workers and social workers (n = 34). Research methods, Statistics and research related information considered important by research workers only (n = 18).

(d) Areas of knowledge indicated as of low importance or of no importance by a large majority include (i) Research Method and Statistics; (ii) Family and Child Welfare and related information (!); and (iii) Family Studies and Sociology of Child Development.

In interpreting what seems to be paradoxical feedback that core areas of knowledge (in the field of child development) such as Family and Child Welfare, Family Studies, Research Method and Statistics, receive low emphasis, three things need to be borne in mind: (a) the alumni have responded to the essentiality of items in terms of what is required and useful for their own job performance; (b) a large majority (124/197) are school or university teachers who in all probability are not required to teach the above mentioned subjects and hence do not consider them important; and (c) the job assignment in our educational settings in particular are so narrowly defined that professionalism does not extend beyond the successful/satisfactory performance of this molecular and well-defined role (note the emphasis on ECE by a large majority). For example research is considered alien and irrelevant to school teaching when it should really be an integral part of curriculum development and teacher-pupil evaluation. Or for that matter who views education itself in the broader context of Family and Child Welfare?

(e) General knowledge of the regional language and characteristics of the target groups was considered important by a

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majority of the respondents, the alumni as well as the experts interviewed.

6.2 Abilities considered important

(a) Abilities emphasized as important in the area of cognitive competence by a majority of the respondents include: long range vision, clarity of thought, creative thinking, proper perspective, and ability to integrate, interpret and utilize necessary information.

(b) Abilities emphasized in the area of social competence include:
(i) Group work related competencies such as ability to put across an idea lucidly, ability to arouse the interest and motivation of the group, ability to maintain the involvement and co-operation of the group, ability to understand one's own role in the group; work in co-ordination with others, and maintain a healthy working climate;
(ii) Competencies related to working with individuals* such as build up morale, identify assets and limitations, assign tasks and responsibilities according to abilities and interests, plan and set appropriate objectives, and provide guidance and counselling.
(*Note: Research workers opined that most of the competencies listed in this area were not of particular significance for their work).

(c) Other abilities which received a high rating from the group on the whole included, ability to handle emergencies, to maintain and promote professional ethics, and to maintain records, progress reports, and data sheets.

(d) Abilities related to maintaining effective contacts with the various welfare agencies, resource persons, and funding agencies was considered important only by social workers and not by a majority of the other groups.

(e) A point of interest here is that while a large majority of all groups considered the ability to exercise control without threat as important for group functioning, the research workers did not opine so!

6.3 Skills considered important

(a) Skills emphasized by a large majority include those involved in working with others, such as building rapport, being observant, getting along with and relating to children, adults, colleagues, and the management, as well as communication skills such as use of voice and language, and adaptation of techniques to various group settings. Efficiency and neatness, as well as skills in systematic organization, recording, and filing were also emphasized by a large majority.

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(b) Skills in interviewing were considered important only by research workers and social workers; skills in guidance and counselling were considered important by a majority of university and school teachers, and social workers, but as not important by the research workers.

(c) Two items rated as low in importance by all category of employees including (i) skills in use of psychological tests*, and (ii) skills in preparation and use of audio visual aids!! Skills in the use of psychological tests was considered as not very important even by the research workers, while creative skills in preparation and use of AV aids was emphasized by school teachers only.

(*Yet this was emphasized by experts as a glaring gap that needs to be rectified).

6.4 Personal qualities considered important

(a) Personal qualities considered important by all category of employees included, open-mindedness to ideas and people, alertness, imagination, intelligence, flexibility, perceptibility, perseverance, creativity, good memory, curiosity, deligence, objectivity, sensitivity, tolerance and patience, understanding, confidentiality, integrity, confidence, sincerity, involvement and interest, sense of responsibility, efficiency, approachability, sense of professional ethics, and analytical thinking.

(b) Qualities which received low emphasis include, leadership, sense of humor, self-assertion, tact, sociability, and empathy (except in the case of social workers who consider these qualities as important). As in the case of some core areas of knowledge that receive low emphasis, the personal qualities that receive low emphasis also reflect the nature of the demands (or absence of it) in a typical job situation in our country. Be it in a university department, a school, or a research center, one is usually 'assigned' specific responsibilities. Most individuals choose to, and find it more comfortable and less disturbing to function as 'islands in themselves' since qualities such as self-assertion and leadership either mean stepping on someone's toes and are frowned upon or it means assuming more work-load and extra responsibilities one cannot be bothered with'. However, how does one explain the low rating of qualities like empathy, tact and sociability by professionals working with people that too children and youth in educational and welfare settings? The present authors are as puzzled as the reader is likely to be.

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(c) Some of the qualities which are considered important by a majority of alumni holding various job positions but receive a very low rating from school teachers, include : sense of commitment, initiative, sensitivity, objectivity, deligence, perseverance and perceptibility!!

6.5 Training of Home Economists for Rural Development

It appears pertinent at this point to digress somewhat from the findings of the present study to report briefly on the overlap that is seen between the competencies considered important by alumni occupying various jobs in the field, and those identified by a national organization (NIPCCD) and an international organization (FAO), as important for preparing home scientists to participate effectively in development programs!!

We need to capitalize upon the due recognition being accorded by national institutes such as NIPCCD and international organizations such as FAO, to involve home science colleges in (a) providing well trained personnel at all levels (para-professionals, middle level workers and higher level administrative and supervisory staff), and (b) also becoming recognized training institutes for catering to the training needs of the already on-the-job workers.

The workshop on 'Involvement of schools of social work and colleges of Home Science in ICDS program' organized by NIPCCD at Udaipur in 1981, has given ample evidence of the readiness of academic institutions not only in getting themselves involved in promoting training of development functionaries, but also in readjusting their own curriculum to meet the requirements of the field (NIPCCD, 1982, p.221). This perhaps is an opportune moment for Departments of Child Development to critically review their curriculum.

6.6 NIPCCD's Recommendation for a Common Core of Foundational Training in Child Development

Of particular relevance in this context, is the following recommendation by NIPCCD (1982) "It is necessary for all functionaries of children's services including front line workers such as Anganwadi workers, Creche Workers, Balsevikas, Nutrition Organizers, Supervisors including Mukhya Sevika, Nutrition Supervisors and Administrators, including CDPO's, Child Welfare officer, and Project officer, to have a common core of foundational training in child development (p.196)".

The six major areas of content recommended to provide the common core include:

1. Community involvement in promoting children's services;

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2. Socialization of children and formation of social habits through the activities of health and hygiene, nutrition, and pre-school education besides group participation;
3. Nutrition and Health services for children and expectant and nursing mothers;
4. Pre-school non-formal education for children between 3-6 years;
5. Parent education in child development including family life education;
6. Identification of children needing special services and referrals to specialized agencies (NIPCCD, 1982, p. 196).

6.7 FAO global study on the development of criteria for establishing training institutions for home economics staff in rural development (FAO economic and social development paper 6, 1978).

The main purpose of this project was to provide guidelines useful to Member Governments of FAO (especially those of developing countries) in planning training institutions for home economics personnel preparing to work in rural development.

Of particular interest are the responses from the Asia and Far East region (including India). Competences needed by rural home economists were ranked as follows: Knowledge, Integration of home economics with rural development (1); home economics activities (2); population problems (3); communication (4); constraints on women in rural development (5); co-operation with rural development (6); research methods (7); Skills. Communication (1); supervision, administration and evaluation (2); research (3); Attitudes: Co-operation (1); respect for cultural differences (2); recognize capabilities of rural people (3); belief in women role in rural development (4); interest in public issues (5).

7. Need for Para-professional Child Development Workers.

A growing need for para-professional child development workers was emphasized by the specialists in child development and allied disciplines during the interview sessions (Appendix II.F, Table 1).

7.1 Who could serve as para-professional C.D. workers?

The interviewees expressed the opinion that the following could be trained as para-professional cadre of workers: local bais/dais/ayahs; local women (especially elderly unencumbered women), teachers, mothers, rural women and adolescent girls; anyone with a school leaving certificate; anganwadi workers; infact even school drop-outs and anyor willing to receive training and work. Others commented that anyone with minimal

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qualifications but motivated to receive training and utilize the same, as well as untrained workers who are already on the job can be given suitable training to improve work efficiency.

7.2 Where can C.D. workers extend their services?

Suggestions regarding where the para-professional workers could extend their services included : in nursery schools, balwadis as teacher aides, day-care centers, and mobile creches; as baby-sitters, bais, or dais; in rural and urban areas as health and nutrition workers; in social welfare agencies and in various welfare projects, play centers, in children's camps and in community settings; in pediatric wards, foster homes, and hospitals (as nursing aides as well as in family life programs for hospitalized children and their families); and as teacher-aides in schools.

7.3 What competencies (knowledge, skills, personal qualities) can be expected in C.D. workers to fulfil their job-demands?

In terms of knowledge, it is suggested that C.D. workers be equipped with knowledge about : health and hygiene and home nursing; ways of dealing with children of different age groups; making different teaching aids; and knowledge about human relations and group dynamics in general.

Suggestions regarding skill training relate to : organizing different programs independently; preparing audio-visual aids/ teaching and learning aids using local resources; building rapport with people; doing liaison work; trouble shooting; and handling children of different age groups. Participatory nature of the training, and simplicity and informality in learning experiences provided receive. emphasis.

Personal qualities emphasized include willingness to work, sensitivity to the needs of people, and love for children. The stress was consistently on competency based, field level training, in the local setting, and of a cader of workers who 'belong' to the community setting where they will work.

7.4 Competencies of child development workers based on six case studies (D'silva, Sr., 1981).

More comprehensive and indepth information on competencies essential in a para-professional child care worker emerge from the study conducted by D'silva Sr (1981) focussing on the field workers alone, in comparison with the present project data wherein this formed only one of the aspects studied. Moreover, D'silva's work was based on actual assessment of the field worker by their employers and supervisors, while data presented in section 7.3 is based on general impression/opinions of specialists who are not necessarily employers or supervisors of child-care

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workers. Hence the findings of D'silva's study are cited at some length here.

Data pertaining to the profile of the voluntary agencies catering to child and family welfare, selected for D'silva's study, indicate a predominant selection of non-educated, local women as child-care workers. These workers are assigned 'multi-purpose' roles and responsibilities which include creche work, balwadi education, nutrition for under-fives, mother care, health care for pre-schoolers, home visits, conducting mahila mandal activities, parents' meetings, non-formal education, encouraging community participation and organization, administration and evaluation of programs. Other observations of particular interest include: those agencies which have adopted a 'field-based', 'on-the-job' training are able to deal with the demands of the program most effectively; supervision stimulates and enhances competence in the worker; a team of workers each trained in a specific sets of skills can perhaps deliver the goods better than a single multi-purpose worker; and agencies that have been able to integrate theoretical concepts with practical training have produced workers who are competent on the job.

Specific competencies considered essential in the field workers:

As had been mentioned earlier in Chapter 2 Method, information on competencies required of child care workers in the field was obtained from supervisors who rated 84 items as desirable, essential, or unessential. Items rated as essential by two-thirds of the respondents were included in the final comprehensive list of competencies. The complete list is presented in Appendix II.G, the salient features of which are presented herein. The competencies were listed under nine major goals or functions of the worker. These were: (1) Promoting health and nutrition of mothers and children; (2) Setting up a safe, healthy, learning environment for children; (3) Advancing children's physical and intellectual competencies; (4) Building a positive self-concept in children; (5) Organizing and sustaining positive functioning of children and adults in a group-learning situation; (6) Maintaining optimal co-ordination between home and agency child-rearing practices; (7) Carrying out supplementary responsibilities relating to children's programs; (8) Administering programs; and (9) Evaluating programs.

Within the nine goals/functions specified, areas of knowledge emphasized included: basic information on common children's illnesses, immunization, and basic nutrition to enable the workers

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to promote health and nutritional status of the child and the family; basic concepts related to maths, science, and social studies to enable the worker to promote learning experiences in children; basic knowledge in budgeting and record keeping; basic knowledge regarding available community resources (especially local foods and food habits), and methods of parent and community education.

The emphasis was more on practical abilities and skills for successful field performance. Abilities considered essential included, ability to:

A. Perform health inspection duties such as checking symptoms of common illnesses, identifying simple diseases; keep record of illness and health records; arrange immunization measures (both preventive and precautionary during epidemics); render first aid; check and maintain environmental sanitation and safety measures; promote good eating habits and positive attitudes toward food in children and their mother.

B. Provide opportunities for manipulative-constructive activities; promote learning skills/habits such as attention span, self-discovery, problem solving; accept individual differences in children; plan learning experiences for children; promote positive self concept; recognize children's special needs; understand and handle children's emotional expressions and conflicts.

C. Identify local needs and resources; execute programs and keep records.

Skills

Considered essential included skills in: communication and listening; in team work - sharing experiences, emotions, privileges, and responsibilities; using materials to stimulate exploration, experimentation and curiosity; encouraging verbal communication; promoting simple concepts in language, arithmetic, science, and social studies; encouraging creativity through play and dramatization; and utilizing environmental resources.

Personal qualities considered essential included: sensitivity; humor, imagination, flexibility, being encouraging and accepting, being non-threatening but firm, and emotional responsiveness.

(For complete list of competencies required of field workers as specified in D'silva's (1981) study see Appendix II.Q).

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LIST OF APPENDICES II

MAJOR FINDINGS

II.A Background Information.

II.B Jobs held by Child Development Graduates.

II.C Future job prospects of Child Development Workers.

II.D Satisfaction and Dis-satisfaction with Child Development Workers Training.

II.E Knowledge, Abilities, Skills and Personal Qualities considered Important for Competent Job Performance.

II.F Need for Para-professional Workers in Child Development.

II.G Competencies considered essential in Child Development Field Workers (from D'silva, 1981).

II.H Recommendations for Curriculum Revision.

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WORDS OF EXPERIENCE : THE EXPERTS SPEAK

The experience of interviewing the experts proved to be a tremendous one. In all 45 specialists in child development and allied disciplines were interviewed, of which 41 interview protocols lent themselves to analysis. The roll call was as follows:

Child Development and Psychology	:	10
Social Work	:	7
Education/and Extension	:	7
Administration/Development	:	6
Communication/Media	:	4
Nutrition and Health	:	3
Special Education	:	2
Population Education	:	2
Counselling	:	1
Engineering/Architecture	:	1

The specialists were generous with their time and ideas and spoke enthusiastically about the exciting possibilities even when somewhat critical about what is vs what should be. A note of consensus prevailed on the opinion that there is a need for militant aggressiveness in letting the world know what child development graduates are trained for and to open a whole range of employment opportunities besides the traditionally accepted teaching and research jobs.

Lets listen to the experts speak of future job prospects of child development graduates

Even while lamenting on the fact that child development graduates who do take up a career end up (at least a vast majority of them do) being school or college teachers, specialists from practically all the disciplines saw exciting possibilities and prospects.

Lets begin with the most optimistic note - that of Shobha Nandawana, who worked as Senior Instructor in Seva Mandir, Udaipur for two years and is now with the Extension Wing of Udaipur Home Science College:

I do believe child development graduates can, and should be everywhere - in Urban Planning and Architecture and Building Schemes, Ministry of Education, Planning Commission, on Advisory Boards at State level, in Child Guidance Clinics, in Children's Wards in hospitals, in Rehabilitation Wards, in Law-dealing with child laws, marriage and inheritance laws ... we must encourage our girls to break new grounds.

Another alumnus Girja Mubai who is now with NCERT, New Delhi comments in the same vein:

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You have a lot of scope in Mass Communication, Medical Units, Child Study Centers, Creches, Hospitals, Family Planning Units, Women's Development Programs ...

With a clear and increasing political committment in terms of catering to the needs of children and families on a priority basis, the scope of child development has expanded immensely in recent years and will continue to do so, if the present trend continues ... (L.S. Saraswathi, Project Director, Non-Formal Education, Madras).

This note of optimism received specific support and reinforcement from almost all the others interviewed, a few illustrative examples of which follow:

In development projects

There are posts of Lady Education Organizers in the community development blocks at the rate of one per block. In some states steps have been taken to fill up this position by Home Science graduates ... I feel that child development and nutrition might be getting priorities ... (Shanti Chakrovorty, Director, Ministry of Rural Reconstruction, GOI).

A . posts in Community Development programs and Social Welfare Schemes for which Home Scientists (Foods and Nutrition, Child Development, Education and Extension) would be best qualified are not filled by Home Scientists (but should be) (L. S. Saraswathi, Project Officer, Non-formal Education Program, Madras).

Next year there are going to be 400 new posts for CDPOs. If you do something ... you might be able to bring in many of your students to fill in the posts ... (P.Chaudhary, Director, NIPCCD).

In the hospital setting

Just the other day I visited a hospital and the doctor told me they want a child development graduate for the Pre-natal Clinic ... who can talk to mothers regarding health, nutrition, preparing for the baby ... (Mrs. Kulkarni, Lecturer, Nirmala Niketan, Bombay).

There's a branch in Pediatrics called Developmental Pediatrics - I feel a child development graduate should be able to fit in there. (P. Phatak, Researcher, Pune).

Pediatricians would also welcome child development workers. In the US a receptionist having a Child Development background is welcome - they can handle children well while the mother is waiting for an appointment (Dr. Vakil, Architect, Ahmedabad).

Other suggestions for work in the hospital setting include as Counsellors to both parents and children, as Clinical Psychologists and as co-ordinators of Recreational and Family Life Programs especially for chronically ill children. The last receives special mention.

They (C.D. graduates) can also work in recreation centers with a Pediatrics ward for chronically ill children. Their job could be education, recreation, and counselling (Ms. Kulkarni, Nirmala Niketan, Bombay).

In hospitals as counsellors for children and mothers, in children's wards working with chronically ill children in promoting recreational activities as well as general development (Freny Tarapore, Principal, SNDT College of Home Science, Pune).

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In Educational projects for school children and in Recreation *Centers*.

Community educational projects for school children such as an Environment, Nutrition, and Health run by the Community Science Center, Ahmedabad, and Science Nature and Discovery Project of the Nehru Foundation, Ahmedabad are willing to welcome child development graduates within their fold.

To quote Kartikeya Sarabai of Nehru Foundation, Ahmedabad:

We would welcome child development workers who are willing to work in our sort of environment ... and believe me when I say in all sincerity that it will prove to be a very rewarding experience mutually.

Jayshree Mehta of Community Science Center, Ahmedabad reiterates the idea in her comment:

We are planning to take on a good number of projects in the area of Environment, Nutrition and Health. So we would be glad to employ child development workers. The main emphasis would be on extension work ... the worker would have to go to the urban as well as rural areas.

Sarjan, non-formal education through creativity for children who are school drop outs or for children with problems in learning ... the skills of child development workers should be ideally suited for such programs (Vakil, Consultant Eng. ASAG).

In Recreational/Hobby Centers

Child development worker should be able to conduct activities in Balbhavans and Gulkabhavans ... creative activities, story telling, organizing games, field visits etc. ... (Dave, Principal, IPCL School, Baroda).

In cities, toy libraries, hobby centers, vocation programs, arts and craft centers, parents resource centers are the kind of things that can (and will) come up and a child development worker can work at various levels (Yeshu Mehta, Special Education Department, SNDT College of Home Science, Bombay).

As Entrepreneurs and Consultants

A little explored field of entrepreneurship for manufacture of toys, clothes, and foods for children receives strong recommendation and enthusiastic support:

There is much scope in the industry. Child development graduates can be entrepreneurs manufacturing equipment, toys clothes, building materials, children's snacks ... (Mira Aghi, Media Expert, TIFR, Bombay).

We must link our work with toy industry and also be active in the consumer market advice. Someone may want to start toy making as a small scale industry. So many self-employment opportunities are possible today - toy-making, children's clothes, snacks for children or even running a balwadi or creche (Shobha Nandawana, Senior Instructor, Seva Mandir, Udaipur).

There is much scope in the industry. Child development graduates can be entrepreneurs manufacturing equipment, toys, clothes, building materials, children's snacks (Padma Chari, Retired Dean, Faculty of Home Science, M.S. University, Baroda).

A well known and experienced architect and consultant engineer suggests that child development graduates create

positions as consultants in designing buildings that children use ...

We are general planners - we plan all kinds of buildings e.g. hospitals/hotels/school buildings/play grounds ... we can make use of child development workers mainly as consultants so they can translate their background an discipline to this field (of architecture and buildings) (Vakil, Architect and Consultant Engineer, Ahmedabad).

They can design schools, children's rooms, play grounds (Padma Chari and Mira Aghi).

In Welfare Departments in industries/government.

Jayendra Shah, Welfare Officer of Jyoti Ltd., stresses the importance of lobbying by Home Science Colleges to create openings for child development workers in industries ...

A child development worker can be employed as a consultant in industries and she can work in the welfare department ... may be two or three child development workers can be employed in one industrial concern ... This will work out only if Home Science colleges and industries plan out a strategy of work and put forth such a proposal to the government.

Family Planning and Population Education

This is another area where child development workers can make in-roads says Anjali Mehta, Education Co-ordinator of B.M. Institute, Ahmedabad. She further recommends that...

Instead of leaving students on their own to make headway in new fields the department (child development) should work out an internship program with various agencies.

Mass Media and Communication

The area of Media and Communications is another new field with promising possibilities for Child Development. Here, as in many others, the interviewed experts suggest an aggressive pushy attitude to make successful inroads ...

I think you people should make a strong demand on the Ministry of Education to make it compulsory to employ a child development trained person as part of a team who makes programs for children on Radio, TV films, ... you have to be strong and sell your idea - you must do it - who else will do it for you? (Mira Aghi, TIFR, Bombay).

Producing feature films and radio programs for children, writing children's books and books about child development for parents and teachers have also been suggested as creative and paying avenues of self-employment for child development graduates (Anupama Rao, UNICEF, New Delhi).

Other job openings suggested include

Working with handicapped children, with agencies for foster-child placement, as wardens in hostels, in museums providing parent-education through exhibits, and day care centers, as counsellors in schools, and as consultants and co-ordinators providing information on various programs and services available for children.

In all the suggestions given for creating new job opportunities for child development graduates as well as expanding the

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the scope where inroads have already been made, specialists from practically all the fields recommended pretty strongly the need for the Department of Child Development to take an aggressive stand and "to sell oneself". Ranging from a mild "modesty won't pay" to "you have to fight to survive", "advertising" what child development workers are trained for and are capable of was considered very essential.

To quote some:

It is advertisement that you need. You have to sell. You have to send recommendations to the government departments and concerned Ministries; you can have seminars, workshops, call people from related fields, concerned agencies ... make yourself heard, noticed (Mira Aghi, Media Expert, TIFR, Bombay).

Orientation courses should be given to different functionaries in different fields - trainers, employers, funding agencies, social workers ... this would not only help them understand your field but you can also sell yourself to these people ... this is very essential (Mandakini Khandekar, Child Study Unit, TISS, Bombay).

It is important to seek recognition, sell yourself, make yourself known. Propaganda is very very necessary. People have such false impressions regarding child development ... There is need for aggressive progaganda. (Girija Mubai, NCERT, New Delhi).

... you have to publicize the concept of Home Science and make people and government departments aware of what we (child development) can do ... we have to fight to make our place in the field of child welfare (Usha Goel, Program Officer, Catholic Relief Society, New Delhi).

... as for the employing agencies the department has to carry out a constant and aggressive propaganda especially with those who matter, regarding what child development graduates have been trained for and how they can be utilized and employed ... Infact the department should make specific budget provision for such a propaganda and publicity (L.S. Saraswathi, Project Officer, Non-formal Education Program, Madras).

Others comment in the same vein emphasizing the importance of such an exchange between prospective employers and the training department as such an exercise would be mutually beneficial.

<u>Reasons why Masters in Social Work are preferred over Masters in Child Development by employers</u>.

Concerned with the fact that employers preferred in most cases to select a graduate in Social Work rather than in Child Development even for jobs wherein a C.D. graduate would be more suitable (as per expert opinion), we directed the interviews towards obtaining reasons for the same. Four major reasons emerged: (1) Nature of training received by Social Workers (professional); (2) Influential professional contacts in key positions in favor of social workers; and (3) Nature of group child development training caters to, its affiliation with Home Science, and (4) Genuine social constraints that prevent women from taking up field jobs.

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1. Nature of training

To document once more with quotations:

Our child development programs lack in (training) for management and administrative, and supervision skills ... our courses also do not have so much of practical training as does social work (Anupama Rao, UNICEF, New Delhi).

Social workers are preferred because they have more training in supervision and in organizing programs independently. Social workers can mobilize community resources ... (Meenakshi Apte, TISS, Bombay).

... I feel it is their entire approach that makes them one-up on child development workers ..., they have more practical training and can face any situation with ease (C.D. workers get easily flustered). They can handle projects independently are good in organizational skills, and have a positive attitude toward people (Jayendra Shah, Welfare Officer, Jyoti Ltd., Baroda).

Mina Swaminathan, Editor, Balak, IAPE, comments:

Social workers have been trained in Management and Administration. They can man projects independently. Their programs are ... very realistic. They have a lot of practical experience.

Paul Chowdhary of NIPCCD reiterates the above opinion that child development graduates are incapable of handling administration, supervision and management of finance independently.

The practical, reality-based field training is considered as preparing the social worker more effectively for facing various situations and for being sensitive to and familiar with the people who most need help (the poor especially the rural poor).

As Shanti Chakravorti, Ministry of Rural Reconstruction elaborates:

MSW graduates apparently have a larger exposure to the field situation and get more indepth insight into the problems and needs of rural families including mothers and children. These are more essential for promoting access of rural services. In the actual situation (of removing constraints and strengthening the delivery system) MSW graduates are more adaptable and innovative.

Child development concentrates on the middle class whereas our (social work) focus is lower (class) ... The child development graduate is not well versed with the milieu of children from slums, backward areas, remote tribals, or for that matter even rural (Armaity Desai, Principal, Nirmala Niketan School of Social Work, Bombay).

2. Professional Contacts

Key contacts in places that matter as well as a strong professional association that promotes job opportunities for social work graduates is considered another major reason why social workers are given preference.

The schools of social work have affiliations with so many agencies, the directors of which are also MSW ... this association they have formed helps them (Anupama Rao, UNICEF, New Delhi).

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I think it is more of a trend as social work is an old field - people have heard about it and have set ideas. Social work is also associated with major institutes and agencies, and social workers themselves hold positions whereby they can recognize and encourage other social workers (S. Majumdar, B.M. Institute, Ahmedabad).

Paul Chowdhary, Director, NIPCCD talks about the need to develop more contacts ... "The people in planning ... in high positions in organizations, selection committee member are MSWs and they like to promote their own fields".

3. Who comes to Home Science College?

The composition of the students who enroll in Home Science (of which Child Development is one discipline) also contribute towards preference for social workers in job situations. Child development graduates are predominantly female (almost all), from the upper middle or upper class, with no clear professional goals (though with the post-graduate students this is changing of late), and with marriage and home making as their main aim, with a career as a stop gap arrangement. Even among those who have a career in mind, a safe, secure job in the city and preferably in a college or in organizations like UNICEF gets precedence over field jobs. Many have expressed opinions in this regard:

A very important point is who comes to home science college. Even today parents think it is a finishing school which equips their daughters to be good housewives. Its never considered a vocation oriented course ... A few that go for post graduation are relatively more serious about jobs but again since they come from a background (where) ... parents would normally not approve of them as professional career women, they take up a job initially but once they get married their priorities shift (Anupama Rao, UNICEF, New Delhi).

You get (girls) from the upper middle and upper class and they normally do not want to go in for community development/ welfare kind of jobs (M. Apte, TISS, Bombay).

Child development graduates come from a particular social class background with a different value system and they do not like to take up jobs in projects like ICDS (S.Gururaja, NIPCCD).

Some of your students (C.D.) who come initially for such jobs (as CPDO's) get better jobs in other welfare agencies or in a college in the city. They would rather work for UNICEF than as CDPO's (P. Chowdhary, NIPCCD).

Mrs. Apte and Shobha Nandawana suggest that if our selection criteria change and a conscious effort is made to select girls from a different social class and with clear career goals in mind (e.g. sponsored candidates) and offer programs in regional languages, our clientele may change.

Lack of Professional seriousness on the part of women also draws comment.

Mina Swaminathan states:

... Another thing is women are not professionally serious about their careers whereas a man would take up a job as his profession.

Paul Chowdhary NIPCCD adds:

A social worker is more willing to take up a job in a rural area (on a lower salary) and he takes it up as a profession not as a passing phase (stop gap arrangement as in the case of girls).

4. Genuine practical problems and social constraints

A number of other practical and social problems also act as constraints in the way of child development graduates taking up jobs in the welfare projects especially in the rural areas. Being a woman (no matter now liberated) imposes restrictions in a traditional context and most of our graduates are young girls of a marriagable age.

Letssee what the others have to say:

These jobs ... are in villages. You have to find your own accomodation, live in a village ... you might feel lonely. You have to protect your own self. ... Some of the problems are quite practical ... and your (C.D.) field is so women dominated . ... One never hears of a man in CD (atleast not in India). ... it would be much easier for a man to adjust ... (Mina Swaminathan).

Our field is purely a woman dominated field. It is much easier for a man to go into a strange place and live on his own whereas a girl would find it difficult ... (Anupama Rao).

Other comments follow in a similar vein. One solution for this dilemma comes in the suggestion that active efforts be made to recruit men into the discipline. A major social hurdle in this is the affiliation of Child Development to Home Science which unfortunately has assumed a connotation of being a finishing school for girls from upper class families.

... the name Home Science puts off boys (from enrolling) ... Having boys would give child development a very good break in the field of vocation (Meenakshi Apte).

Another very important thing is, your department has to be independent. You have to get yourself out of Home Science. You are a social science ... you fit much better in it (Mina Swaminatha

This is the only way Home Science can cease to be a 'finishing school' as it is considered today (Shobha Nandawana).

Besides the above, Ginny Srivatsava of Seva Mandir, has another suggestion to offer.

Girls may be motivated for rural development work by inviting a group of active workers such as Aruna Roy (Tilonia), Ginny Srivatsava (Seva Mandir), Ela Bhatt (SEWA) who can actually stay with the girls in residence (during the course of a workshop or training program) and share with them exciting possibilities and removing their misconceptions.

Training of Para-professional child development workers

One of the specific areas focussed upon during the interviews related to the training of a cadre of para-professional workers in child development. Discussions centered mainly around who could be trained, to perform what roles and what should be the nature of training. The opinions that emerged follow:

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1. Who can be trained?

Women in the village could be trained to work as para-professionals ... the very fact that these women are part of the particular rural area will make things easier because they have first hand knowledge about the village and its people, they speak the same language ... (Jayendra Shah, Jyoti Ltd.)

The selection (of candidates) for the under-graduate diploma program in child development should be from a group who will go and work with the people you are training them to work with (Kamla Bhasin, FAO).

Mothers who are high school graduates can be given short term training to equip her to be a better mother and also to work as teacher aides or in pediatric words with chronically ill children (R. Muralidharan, NCERT).

The emphasis in the expressed views was that it is not a basic educational qualification that is important as much as the relevance to the setting and willingness and motivation on the part of the candidate to receive training and utilize the same. The recommendations stressed that even illiterate village women would be very receptive to being trained in specific skills and would perhaps play a more useful role than young urban girls who may use the diploma only as a stepping stone to further education.

Where can para-professionals be utilized and what should be the nature of training?

A number of possibilities were envisaged as openings for para-professional child development workers.

Para-professional child development workers can be absorbed in various social welfare projects, national projects such as ICDS, Social Input for Area Development, UNICEF sponsored schemes ... (Shobha Kandawana, Udaipur).

I would begin with the ayahs in the balwadis. I think if they can be given some kind of training they would be very good teacher aides ... Another type of worker would be as with mobile creche's. In Sikkim wherever construction work is going on there are women who have opened creches on the roadside. They are local persons ... level of education would vary from state to state (R. Murlidharan, NCERT, New Delhi).

Training programs for 'mothers' in SOS villages is another possibility ... similarly training of workers participating in children's camps in rural areas (L.S.Saraswathi, NFE, Madras).

Training workers in a mobile creche is one of the increasing needs. The worker could be equivalent to a Balsevika and given multi skilled training. Knowledge of nursing, health, special skills to guide child behavior, how to deal with mothers ... (could be the training components)(Armaity Desai, Nirmala Niketan College of Social Work, Bombay).

School drop outs can be taken up and trained for baby sitting or as day care center workers ... (Kulkarni, Nirmala Niketan, Bombay).

Para-professionals can be trained as teacher aides ... much educational qualification is not necessary, only skills in preparing teaching-learning aids ... as nursing aides with training in health, nutrition and sanitation to work in hospitals, day care centers, creche's ... (Yashu Mehta, Special Education Department, SNDT, Bombay).

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... could also work in pediatric wards and help chronically ill children (Anjali Mehta, B.M. Institute, Ahmedabad).

Nature of training

Consistently the emphasis has been on specific skill training preferably on the job and competency based and/or in collaboration with the Agency or Institution willing to absorb them...

In training para-professionals we must, anticipate the roles they will play (S.G. Srikantiah, Mysore University).

Lessons for a meaningful program of training can be learnt from the experience of Tata School of Social Sciences as shared by M. Apte:

We have started a program for training village level workers in the village itself. Girls from the village do not like to come to the city for training and if they come they do not want to return. City girls are not willing to go to the village and work on a low salary ... We take girls who have passed standard VII and train them for a year in a village near Poona. They are given training in handling a group, preparing and using audio-visual aids, health, hygiene and nutrition. They are not employed in government programs (as the minimum requirement for them is SSC). But they open their own schools with the Gram Panchayat's help, and they can earn around Rs.60/- per month. This brings a lot of satisfaction to the girl and the parents. The girl is accepted and respected by the people and the schools run by them have been a center for conducting other programs also e.g. Immunization, Health and Nutrition programs.

The participatory nature of the training and simplicity and informality in the learning experiences provided receive emphasis. Information on basic aspects of Health, Nutrition and common illnesses and the general over-all development of the child forms a common core.

Training should be totally participatory ... whoever is a trainer has to be a field worker too ... training is sharing, you have to begin with what they know ... they are educating themselves ... through this approach you build their self-confidence (Kamla Bhasin, FAO, New Delhi).

They can be taught simple things like how to stimulate children, how to work with them ... resources can be streamlined and given in the form of specific skills (Murlidharan, NCERT, New Delhi).

Simple things could be taught informally e.g. take up common child rearing practices and make them aware of what is harmful, what is good, what is indifferent. For example, putting 'kajal' is harmful, taking out 'nazar' is indifferent; feeding extra diet to a pregnant girl is good (P.Phatak, Researcher, Pune).

I would like the training of para-professional Anganwadi workers to be in skills like common symptoms of malnutrition, use of local resources to remedy the same, common ailments, general hygiene ... Even in the area of pre-school education which is the only focus now (in ICDS programs), there is need for innovation, use of local resources, low cost toys (Tara Gopaldas, Professor in Nutrition, M.S. University, Baroda).

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... to work in hospital settings trained to recognize the ill child, identify physical complaints, detect simple child diseases like skin rashes, conduct health check-up, attend to cleanliness etc.. as teacher aides for working with infants and pre-school age children training in creative activities, crafts, games, songs, and science education (Padma Chari, Retired Dean, Faculty of Home Science, M.S. University, Baroda).

Need for caution

No less than three of the specialists expressed concern regarding the possible absence of clear foresight regarding creating a new cader of workers, as well as the damage that can be done by providing training in an inappropriate setting thereby creating 'misfits'. Some of the cautions were strongly worded:

I would ask "are you catering to a felt need for a cader of workers or will you end up creating a new brand of unemployed? Will the girls trained in urban settings desire to take up jobs in a rural setting wherein there is a great need for man-power? Is not a University department an atypical setting to train workers to work in the 'real world'? Whom do they model after? What if they only want to study further (like the regular students they observe)? Isn't that a self-defeating paradox? ... on the other hand from the experience with ANMs we know that planting outsiders (young girls) in rural communities creates a lot of social problems. My own experience with them reveals the intensity of their problems ... harassment which leads them to seek even the protection of a goonda (rather than be exploited by all) ...

So rather than train young out-of-school girls of a marriagable age, reluctant to and ill-equipped to leave the security of the home, is it not better to train elderly women in the community who can perform the role of para-professionals even better and if possible base the training in the rural setting itself, preferably as on-the-job, competency-based training? (Vanaja Ramprasad, Research Scholar, Mysore University).

Mrs. Ramprasad has been quoted at some length since she frankly expresses the concern that is shared by many others.

To quote two other similar warning bells:

Their training should not be in the Home Science Institutes (which cater mainly to the middle, upper middle, and upper class) ... they (girls trained as para-professionals) do not want to go back ... in the name of training you would have alienated the best of the tribals and villagers ... even if they go back they will go back with your values, your attitudes ... this (surely) is not what you want ...

Weave your program into existing projects like ICDS or SIP ... you will have to see that after their training they are selected and employed by agencies running the programs (Kamla Bhasin, FAO, New Delhi).

While training para-professionals is undoubtedly very important and needs to be encouraged, we have to be careful and learn from experiments which have failed. For example, do we have government recognition? Will the trained workers be absorbed? Who are our trainees? If they are urban girls how suitable will they be for rural jobs? Will their parents allow them to go and live elsewhere by themselves? What about their

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future? What scope for upward mobility?

We need to think in terms of offering para-professional training to rural girls in their own setting. That would be more relevant. Otherwise we hurt their self concept by making them ill-at-ease in the urban university setting and then expect them to once again readjust to the rural environment. Thats like expecting a stretched elastic to refit! (Shobha Nandawana, Seva Mandir, Udaipur).

In sum, there is nearly a cent percent vote in favor of training programs for para-professional cader of child development workers; their usefulness in various welfare settings, in health care programs and hospital setting and in schools, day-care centers, and creches is well recognized, the emphasis is on the need to anticipate the role that the para-professional worker will play and to train her for job specific competencies in a suitable setting. The need to ensure job placement and not create a new brand of unemployment is also stressed.

Recommendations for Curriculum Revision and Development.

To recapitulate, the main objective of the present investigation was to identify the job openings, present and future, of child development graduates, to also identify the competencies (knowledge, abilities, skills and personal qualities) required in the job situation as well as gaps in training, and finally suggest modifications in the existing curriculum to make it more relevant and useful.

The previous two sections of the summary of specialists opinions dealt with job prospects and some of the training gaps as seen in employers' preference for social work graduates. The present section dealt specifically with recommendations for the curriculum development.

A number of suggestions related to the strengthening and extension of areas of study within the fold of child development, as well as provision for specialized training in selected areas besides the core program. The areas of study emphasized included:

1. Child Health and Nutrition.
2. Special Education for the Handicapped and Exceptional children.
3. Psychological Assessment, Measurement, and Evaluation.
4. Child Welfare.
5. Family Life Education (Population Education).
6. Counselling and Guidance.
7. Infancy studies and Testing.
8. Research Methods and Statistics.
9. Early Childhood Education (Integrated Pre-primary and Primary Education).

10. Family Studies, Sociology, Sociology of Education.
11. Knowledge of the local language (working knowledge).

While to some extent the bias in terms of field of specialization was seen in the subject of study recommended, the first nine areas of study did receive strong recommendation cutting across areas of expertise.

To reinforce the recommendation and yet avoid redundancy only some excerpts from the specialists' interviews are presented supporting each area of study that is emphasized.

We should go deeper into the field of child Nutrition and not leave it for Nutritionists alone ... (P.Phatak).

The child development graduate must have more knowledge regarding Health and Nutrition ... (Savita Amin; Usha Goel).

We hardly have any trained teachers for the handicapped and I think child development should take it up. You have to offer specialized training ... (Yeshu Mehta) ... in assessment of various handicaps, guidance ... and methods of dealing with various handicaps. Practical placement with an agency is essential ... with continuous guidance and supervision (McConnel).

Psychological Assessment/Testing is one area that is left almost untouched in our curriculum (Sybil David).

A child development worker should be able to evaluate a child through play and creative activities, to assess what is normal and what is not (P. Phatak) ... to assess children with learning disabilities, infants' development normal and deviant (Anjali Mehta)...

More courses need to be offered in the area of welfare with a social work tilt (Paul Chowdhary). We have laid too much emphasis on pre-school education ... I feel we should expand including more courses in child welfare (P. Phatak). ... Family and Child Welfare courses need to be strengthened (Anjali Mehta).

Family Life Education has a big future. It is going to be a part of the national curriculum in schools and colleges. You could expand and have a specialization in it (Sarla Mukhi, FPA, Bombay).

There is a great need for Counsellors ... as such very few institutes offer any course in Counselling. Since you have courses in Family Studies, you could easily take it up (Sarla Mukhi, FPA, Bombay).

Infancy is a much neglected area (Tara Gopaldas, Mina Swaminathan, Pramila Phatak) ... Infants are the most vulnerable group. Child development should focus more on the health and nutritional needs of this vulnerable group rather than on pre-school education (as it does now).

This recommendation is strengthened with a quotation from Gopaldas' ICDS program evaluation report (1977) submitted to the Planning Commission.

The most inaccessible and vulnerable group of children, i.e. the below three's who require the most attention in terms of the health and nutritional services have hardly been reached yet representing perhaps a distoration of priorities (Gopaldas, 1977).

We should not limit ourselves to pre-school education but extend to elementary school education (P.Phatak). You only concentrate on 2 to 5 year s. C.D. graduates are lost if they have to teach in the primary section (Savita Amin; Mina Swaminathan).

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Even though Mina Swaminathan had considered Research an area of competence of child development graduates, she as well as others stressed the importance of knowledge in Research Method and Statistics.

Research Method certainly needs to be strengthened (Mira Aghi).

We need to concentrate more on Research Methodology and Statistics. When I employ a research worker, I expect her to plan her research independently, conduct it, and draw inferences-ofcourse with some guidance (Mina Swaminathan).

Another area that would help is the Anthropological study of child growth ... Live in the village, live with the family, and study the child. You could have an anthropological perspective of child development (Kavoori, Family Planning Foundation, New Delhi).

Besides the preceding recommendations for specific areas of subject matter competency, a number of suggestions were directed toward the need for a shift in focus, the need for Indianization and removal of the Western bias; need for rural-tribal orientation and more field experience; need for more attention to the non-formal child's development. Strategies to be adopted in order to achieve success in the shift in focus were also elaborated upon. These included: integration of theory and practicum, close supervision and guidance, interdisciplinary approach ...

Emphasis on field experience

The most emphatic comments relate to the need for more practical experiences in real life settings and preferably with a rural orientation!

If you are seriously concerned about the needy group your focus should be rural and tribal children and women ... Practicals should be more field oriented. Students should actually work in ICDS like projects to grasp their significance (Kamla Bhasin, FAO).

Child development graduates do not have sufficient practical training. They ofcourse have an advantage compared to other graduates in the area of knowledge. But most of them come from a particular social class (upper class) so when they are placed in an entirely different situation, they do not know how to put their knowledge into practice ... what I mean to say is child development graduates come with high (and unrealistic) expectations and this makes them dissatisfied easily ... Send them to rural areas and give varied practical experiences and let them handle projects independently (Jayendra Shah, Jyoti Ltd. Baroda).

More of practical training in the field itself is necessary.. and should be intensive. The students must be sent to the village and live with the people, understand them, their needs, and then set up a program (Kavoori, FPF, New Delhi).

... a good rural orientation is undoubtedly very important considering that a major part of our society is rural. However, rural orientation cannot be a two day visit to a village unaccompanied by a teacher ... In order to be a meaningful experience, rural placement should be for atleast a six week period... what is more important is that it should be under the close

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supervision of a well informed and sensitive teacher who himself has the necessary 'know-how' of theory and its application. (S.G. Srikantiah, Nutritionist, Mysore University).

Unless students are exposed sufficiently to the rural environment and to participating in development programs, they will not be able t have an empathy regarding the reality of the situation. I have had problems with research associates whose acquaintance with the rural ecology has been superficial at best. Students must stay in the village and work there for a month atleast (Vanaja Ramprasad, Research Scholar, Mysore University).

Besides orienting them to the reality of the settings and life styles of the poor, participating in action program, under close supervision, is also expected to develop management, administrative and supervision skills and ability to man projects independently. It may be recalled that it is in this area of competence that social work graduates were ranked distinctly at an advantage (see earlier section of Reasons for preference of social work graduates).

To cite a few of the remarks:

Child development graduates should be given training in administration, supervision, and management (Mina Swaminathan) ...

The child development worker must be trained to be committed and involved in their work and to work independently (Murlidharan, NCERT).

What is recommended is a double supervision, one by the faculty attached to the training institution and another by a staff member of the placement agency. Such an arrangement is said to have worked to advantage in social work training. The recurrent theme is 'continuous, intensive, field-based supervision' for 'developing skills in management, administration, supervision and evaluation'.

Other suggestions include:

1. Integration of theory and practicum

Knowledge is presented to the student in a highly compartmentalized fashion and the poor student is expected to integrate the same 'somehow' (S.G. Srikantiah, Mysore University).

Shobha Nandawana suggests examples such as ...

In the course on Physical Growth and Nutrition, taking anthropometric measurements of malnourished children would give a greater sensitivity to both the children and the problem ... Also for the course on Family and Society, we should really be talking about real issues which affect family dynamics - energy crisis, price spiral, inflation, rural economy, agriculture ... how about the effect of vertical high rise buildings instead of horizontal construction in urban development on family sociology and child development?

2. Interdisciplinary approach

Readiness on the part of 'experts' to share the same platform with mutual respect is an important experience for the student to be able to integrate ... (Srikantiah, Mysore University).

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3. Seminars

Wherein students present what is relevant to the Indian context is a valuable experience both in terms of developing competencies for questioning the printed word as well as for delivering the goods ... the procedure of processing the research through its various stages of development by presenting seminars on the same and getting constructive criticism proves helpful (Srikantian, Mysore University).

Specific Competencies

A number of skills and abilities were considered as necessary pre-requisites for the successful and competent job performance of a child development worker. These include: communication skills (uniformly emphasized by all); ability to work as a member of a team; ability to secure information from government departments (!) resourcefulness; ability to assess the local (field) situation; organizational skills; knowing the local language (atleast a working knowledge of the same). Personal qualities emphasized include sensitivity, sense of responsibility, innovativeness, resourcefulness, and sense of independence.

Some of these are commented on below:

A very important skill on which the major effectiveness of a program depend is skill in communication - to be one with the group and speak their language and communicate at their level (Sarla Mukhi).

Another area where one can really improve upon is communication strategies ... should be able to communicate at various levels (Mina Swaminathan).

Competencies in team-work, group projects, communication skills are areas where there is a lacuna in training. Since in development programs we must work as members of a team it is important that these skills of working with people are developed (Vanaja Ramprasad, Mysore).

Some of the professional problems or problems faced on the job which may be considered as gaps in training include lack of competency in preparing proposals for action programs including budget specification ... Also knowledge regarding government departments, functionaries, kind of information available (reports etc.) ... (Shobha Nandawana, Udaipur).

Child development workers should be able to develop training materials especially for neo-literates - simple to understand with illustrations on specific themes ... They (C.D. graduates) should be exposed to government departments, functionaries, information sources e.g. on laws relating to women and children... Training in planning and organizational skills is necessary (Gimmy Srivatsava, Udaipur).

A child development worker must be a very resourceful person, very independent, with good communication skills ... must know the local language ... must be patient, and also innovative ... and maintain co-ordination among the team members (Jayshree Mehta, Ahmedabad).

...Therefore I would require workers who would be able to create a learning situation ... have a discovery approach. The worker must have organizational skills and must be efficient, independent and resourceful (Kartikeya Sarabhai, Ahmedabad).

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In sum, the specialists in child development and allied disciplines mince no words in spelling out the knowledge content, abilities, skills and personal qualities required of a competent child development worker. The consensus among opinions of experts from different fields is noteworthy.

In sum, the recommendations for enriching the child development curriculum are as follows:

1. In terms of knowledge content or subject matter competence:
   - it is very essential to include the following courses in the core program of training in child development, namely, Child Health and Nutrition, Infancy, Psychological Measurement, and Special Education for Handicapped and Exceptional Children.
   - courses such as Mass Communication, Management and Administration, Counselling, Family Life on Population Education, Sociology/Anthropology, Group Dynamics, and Law (particularly as related to Family, Women and Children) need to be offered atleast as optional courses.
   - there is need to strengthen some of the current core courses such as Research Methodology and Statistics, Family and Child Welfare, Family and Society.
   - a B.Ed. program in Early Childhood Education may be offered as a specialization in the B.Sc. (C.D. Major) program, so as to train graduates to work effectively as pre-school and primary school teachers and as child evaluators or middle level supervisors.
2. In terms of practical training the recommendations include:
   - the need for exposing the trainees to varied and intensive field experiences, especially with the under privileged sections of the community, both urban and rural as well as tribal.
   - the need for adopting a social work approach (i.e. interactional and participatory) with close supervision and guidance by the faculty member as well as agency personnell.
   - the need for gearing the training toward developing skills in management, administration, and supervision.
   - the need for better integration between theory and practicum, and also between pre-school and primary school teaching.
   - the need to shift from a laboratory based training in an ideal setting to the reality based Municipal school or community setting with their inherent constraints.
3. A number of skills and abilities are considered as necessary pre-requisites for the successful and competent job

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performance of a child development worker. Hence it is recommended that the training program should emphasize development of:

- communication skills.
- ability to work as a member of a team.
- ability to assess the local (field) situation.
- organizational and record keeping skills.
- ability to locate and secure information from government departments/documents and
- ability to develop resource materials.

4. Personal qualities to be cultivated and emphasized include
   - sensitivity;
   - sense of responsibility;
   - innovativeness;
   - resourcefulness;
   - sense of independence.

Other recommendations ...

It is further recommended that:

- In order to establish an identity of its own, the Child Development Curriculum must move away from the umbrella of Home Science.
- Since we cater at present primarily to an elitist group of students who do not necessarily utilize their training by taking up a job (and even when they do, prefer a teaching job in a city), we need to revise our selection procedure and take in a mixed group of students coming from varied backgrounds.
- In order to gain recognition in the society as a whole, the Child Development Department must develop an aggressive attitude and sell themselves by drawing the attention of concerned agencies and government departments to the competencies of child development graduates.
- The Child Development Department should make its research studies publicly known/accessible.
- The curriculum should be made more meaningful and culturally relevant to the Indian situation (A strong Western bias continues to be present).
- Specialization at various levels may be introduced.
- An effort be made to promote meaningful interaction with other related fields such as Social Work and Education.
- In order to have a clear picture of the various jobs the alumni are involved in at present, the department must maintain regular contacts and follow-up. Such an information would feed back into curriculum development and also provide scope for refresher training programs, and encouragement to alumni breaking new grounds.

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- Special incentives be given to encourage male students to join the program at different levels as this is bound to have a positive impact both in terms of social recognition as well as expansion in terms of catering to varied job demands (that female students are unable to or unwilling to cater to at present).

Some Concluding Comments

Sarojini Abraham in her USAID sponsored study of Nutrition Education in India (1971) had pointed out that we (Home Scientists) have been losers both ways. On the one hand we have failed to give due recognition to the fact that Home Science Education no more caters to only the elite with increasingly larger number from the middle and even lower middle class opting for the discipline. With a rather narrow objective of 'training home-makers' Home Science is not generic enough for some jobs wherein a social work graduate is given preference. And yet when it comes to recruitment in agencies like ICMR wherein precision is required Home Science training again falls short.

Some ten years later, and with specific reference to training of child development graduates, similar opinions have been voiced in the first two sections of this chapter.

L.S. Saraswathi, Project Officer, Non-formal Education Program, Madras reiterates the criticism:

> Home Science Institutes have not realized their responsibilities in terms of their role in community development programs. On the one hand the Home Science syllabus still retains the outdated objectives of training home-makers; on the other hand even when graduates receive training for developing varied competencies they end up being teachers only.

We in Child Development at the M.S. University of Baroda atleast can assert with confidence that all efforts possible are being made to rectify this situation. The present investigation is one such attempt in this direction. Major revisions in the syllabus with the introduction of the three year program, increasing weightage to practical experiences, to placement in agencies, to participation in ongoing programs; and placement in rural communities for blocks of time and shift in research focus to action-based projects have all been geared toward making the curriculum more broad-based, relevant and job oriented. Yet there is much more to be done, for when the best can be bettered, the sky is the limit!

Role of Home Science Association

In the earlier section on Future Job Prospects of Child Development Graduates strong recommendations had been made for the need to assert one self and stand up and be heard. One of the suggestions had been to publicize through inviting 'people who

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matter' for an exchange of ideas. A few other suggestions in this regard are noteworthy:

We need to make more head way as Home Science as a body, as an association. Only then can we solve the important issues relating to our field and also be more strong as professionals (Anupama Rao, UNICEF).

The absence of such an organized attempt which is the strength of disciplines such as Social Work is seen in the glaring gaps in public information available about Home Science in general and Child Development in particular.

To quote L.S. Saraswathi again:

A check with the Employment Exchange at Madras indicated that their information regarding possible job opportunities for Home Science graduates is an outdated list formulated perhaps when Home Science was first introduced in India, and it is highly Westernized and lopsided.

C.D. Alumni Association as a feedback loop

Strengthening the Alumni Association, keeping track of the job placement of the alumni, and providing reinforcement through workshops have been other concrete suggestions.

I would suggest that the department should try and follow-up its alumni and reinforce particularly those who are trying to succeed in doing something different - such a reinforcement is of great importance.

Starting and strengthening the alumni association is a good step in this direction. May be we should have refresher training programs wherein alumni can share their experiences (Shobha Nandawana, Udaipur).

Push your way through alumni, keep in touch with them, use their help to have new graduates recruited on jobs till a trend sets in ... (Girija Mubai, NCERT, New Delhi).

Organized attempts at improving salary status and placement through internship programs

In order that your trained graduates are attracted to jobs (in community development programs) you need to promote the idea of the importance of early childhood education and also fight for more salary ... Move the local bodies first, ... then move up (and fight) with the government and policy makers ... (Kamla Bhasin, FAO).

The salaries are very low ... so instead of working on the training alone ... we will also have to do something with their salaries (Sarla Gopalan, CSWB).

Instead of leaving students on their own to make headway in new fields the department should work out an internship program with various agencies (Anjali Mehta, B.M. Institute, Ahmedabad).

Place your graduates in institutes which are receptive. Let the child development worker find herself a role in the team (Girija Mubai, NCERT).

In fact B.M. Institute at Ahmedabad has been one of the institutes which has literally enabled child development workers make a place for themselves in the team. The success of the experiment can be seen in the very positive comment by Suman

Majumdar of the Family Counselling Division of the Institute:

The child development graduates who come here have a very positive approach ... they are very enthusiastic and have an upper hand over the therapist when it comes to working with the child. They are more at ease and have a very optimistic outlook!

So we conclude with a note of optimism ...

Note (Expert's interviews write-up)

With reference to the quotations given in this section, we wish to draw to the attention of the reader, and particularly those of the interviewees who may chance upon a somewhat transformed version of their expressed opinions, a word of explanation is in order. Some of the interviews were taped and transcribed verbatim. Some of the taped interviews reflected the failure of technology and the transcription could not be faithful to the original. In some cases the tape-recorder either failed or could not be used, so the interviewer only took notes in brief and later transcribed the same. These reflections of varied note taking and transcribing skills by four different interviewers, transcribers and coders is surely likely to have contaminated the original interviews somewhat. To this has been added the contamination by the editors who sometimes took journalistic licence in piecing together scattered thoughts. So in case some one says, 'Good lord thats not my language - we plead guilty! However, we do hope we have been faithful to the ideas expressed for we have sincerely strived to do so.

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SUMMARY

The main objectives of the research project were: (1) To identify the nature of jobs taken up by the alumni of the Department of Child Development, M.S. University, Baroda and the competencies required in the jobs; (2) To evaluate the extent to which the curriculum of the department has helped the alumni in developing these competencies; and (3) To make necessary modifications in the curriculum with the view of increasing its relevance in the light of competencies expected in the field.

Method

Samples

1. Out of 603 alumni whose names were identified from the enrollment registers, since 1950, 440 addresses were identified. The number of alumni who responded to the initial questionnaire were 197 (71 M.Scs.; 66 B.Scs.; and 60 P.G. Dips,).
2. Based on the information received from the above, as well as additional contact addresses obtained from them, 215 alumni who had been employed at some period or the other after graduation, were contacted through a second questionnaire; of these 107 responded (44 M.Scs.; 31 B.Scs.; 32 P.G. Dips.).
3. A sample of 41 experts in the field of Child Development and related disciplines and employers of Child Development workers were interviewed on their opinions regarding the Child Development training program. The interviewees hailed from Baroda, Ahmedabad, Bombay, Poona, New Delhi, Udaipur, Madras, Bangalore and Mysore.

Tools

1. A semi-structured questionnaire was used for obtaining preliminary background information from the alumni, as well as some generic feedback on the curriculum and alumni's professional experience.
2. A structured questionnaire was used to obtain information on competencies required for various job positions. The specified competencies related to knowledge, abilities, skills, and personal qualities required for the job(s) held by the respondent. These were followed by some open ended questions seeking recommendations for improving the curriculum.
3. The tool used with the experts and employers consisted of an unstructured open-ended interview schedule which sought information on jobs held by Child Development workers,

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responsibilities associated with these jobs and competencies required to fulfill these responsibilities, gaps in the training, need for para-professional Child Development workers, and related information.

Procedure

The two sets of questionnaires were mailed with two reminders for each. The interviews were conducted in the various cities with prior appointment from experts/employers. A framework of the interview questions were sent at least a week prior to the interview in order to obtain well considered opinions. In two cases where the appointments were cancelled the interviewees responded by mail.

Plan of Analysis

Data from all three sources have been analysed separately both quantitatively and qualitatively and then presented in an integrated manner highlighting the recommendations that emerge for revitalizing the child development curriculum.

Major Findings

Child development curriculum and its relevance to job competencies required in the field.

(Responses of Alumni n = 107)

I. Areas of knowledge considered important

(a) Knowledge of Human Relations and Behavior including General Psychology, Physical Growth and Development, Environmental factors affecting development, characteristics of various age groups, Individual differences; and Parent and Community Education received highest emphasis.

(b) Knowledge of case-work techniques including individual approach, group-work, and guidance and counselling were emphasized by all (i.e. University and school teachers, social workers, and special education teachers) except research workers. The latter considered knowledge in this area as not very important to their job.

(c) Knowledge in selected areas received emphasis only from those who held specific job positions and not from others. These include: (i) knowledge of Family and Society emphasized by Research workers but not by alumni in other job positions; (ii) knowledge of Early Childhood Education emphasized only by University and School teachers; (iii) knowledge of Special Education considered important by all Special Education Teachers (n = 3 only); (iv) knowledge of Child and Family welfare considered necessary by University Teachers and Social Workers; (v) knowledge of Agencies sponsoring and

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funding field action and research programs, and disseminination of information considered essential by Research Workers and Social Workers. Research Methods, Statistics and research related information considered important by Research Workers only (n = 18).

II. Abilities considered important

(a) Abilities emphasized as important in the area of cognitive competence by a majority of the respondents include : long range vision, clarity of thought, creative thinking, proper perspective, and ability to integrate, interpret and utilize necessary information.

(b) Abilities emphasized in the area of social competence include:

(i) Group work related competencies such as ability to put across an idea lucidly, ability to arouse the interest and motivation of the group, ability to maintain the involvement and co-operation of the group, ability to understand one's own role in the group; work in co-ordination with others, and maintain a healthy working climate;

(ii) Competencies related to working with individuals such as build up morale, identify assets and limitations, assign tasks and responsibilities according to abilities and interests, plan and set appropriate objectives, and provide guidance and counselling.

(c) Other abilities which received a high rating from the group on the whole included, ability to handle emergencies, to maintain and promote professional ethics, and to maintain records, progress reports, and data sheets.

(d) Abilities related to maintaining effective contacts with the various agencies, resource persons, and funding agencies was considered important only by social workers and not so by a majority of the other groups.

III. Skills considered important

(a) Skills emphasized by a large majority included those involved in working with others, such as building rapport, being observant, getting along with and relating to children, adults, colleagues, and the management, as well as communication skills such as use of voice and language, and adaptation of techniques to various group settings. Efficiency and neatness, as well as skills in systematic organization, recording, and filing were also emphasized by a large majority.

(b) Skills in interviewing were considered important only by research workers and social workers; skills in guidance and

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counselling were considered important by a majority of university and school teachers, and social workers, but as not important by the research workers.

(c) Two items rated as low in importance by all category of employees include (i) skills in use of psychological tests, and (ii) skills in preparation and use of audio-visual aids!!

IV. Personal qualities considered important

(a) Personal qualities considered important by all category of employees included, open mindedness to ideas and people, alertness, imagination, intelligence, flexibility, perceptibility, perseverance, creativity, good memory, curiosity, diligence, objectivity, sensitivity, tolerance and patience, understanding, condifentiality, integrity, confidence, sincerity, involvement and interest, sense of responsibility, efficiency, approachability, sense of professional ethics, and analytical thinking.

Recommendations for enriching the child development curriculum

(Suggestions from experts and employers : n = 41)

1. There is an urgent need to include courses related to Child Health and Nutrition, Infancy, and Special Education for the Handicapped and Exceptional children, and Psychological Measurement. A number of other optional courses should be offered. Courses in Research Method and Statistics, Family and Child Welfare, Family and Society need to be strengthened.

2. In terms of practical training, there is need for exposing the trainees to varied and intensive field experiences especially with the underprivileged urban, tribal and rural population, and for adopting work approach (i.e. interactional and participatory in field training. Skills in management, administration and supervision need to be developed through close supervision and guidance.

3. Other recommendations

It is further recommended that:

(a) In order to establish an identity of its own, the Child Development Curriculum must move away from the umbrella of Home Science.

(b) Specialization at various levels should be introduced.

(c) In order to gain recognition in the society as a whole, the Child Development Department must develop an aggressive attitude and sell itself.

(d) The Child Development Department should make its research studies publicly known/accessible.

(e) In order to make the curriculum more meaningful the content should be made more culturally relevant (to the Indian situation), and alumni experience be used as a feedback loop.

Reasons why employers/agencies prefer to appoint social workers rather than child development workers.

1. Because of their (i.e. social workers') greater exposure to the field situation, to their integrated approach to work, and their familiarity with the target-group (disadvantaged).
2. Because of their ability to handle any project independently, and to handle situations and groups with ease.
3. Because they (social workers) are professionally more serious, more sensitive to the needs of the people, and are willing to work in the rural areas.
4. Finally, the social work institutes themselves are affiliated to other field agencies (and hence job placement is easier).

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APPENDIX I.A.

DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science

ALUMNI INFORMATION SCHEDULE

Section A

Background Information

1. Name in Full:
   Maiden Name:
   Married Name:
2. Programs for which enrolled in the department:

Program	Duration From	Duration To	Grade Obtained
B.Sc.			
M.Sc.			
Post-graduate Diploma			
Under-graduate Diploma			

3. Complete address: (Please check ✓ the prefered mailing address).

   _____ (i) Present

   _____ (ii) Permanent

4. Age in years: _____
5. Nationality : _____ Religion: _____
   Home State: _____
6. Marital Status:
   Married: _____, Single: _____, Divorce: _____, Widow: _____
   If married, for how many years: _____
7. Type of family:
   Joint:_____, Nuclear:_____, Extended:_____, Single:_____
8. Family Background:
   (A) If not married:

	Father	Mother	Brothers and Sisters
Age			
Education			
Occupation			

   (B) If married:

	Father in-law	Mother in-law	Husband	Children
Age				
Education				
Occupation				

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9. Total family income per month:

Rs. 500 - Rs.1000 _____

Rs.1001 - Rs.1500 _____

Rs.1501 - Rs.2000 _____

Rs.2001 - Rs.2500 _____

Rs.2501 - Rs.3000 _____

Rs.3001 and above _____

10. Do you have any adults/dependents at home:

Yes _____ No _____

If yes, specify the number:

11. Any further degree/diploma obtained after graduating from the Department:

Degree/ Diploma	Specialization	Institution/ University full Address	Year From	Year To	Class/Grade obtained

12. Status of Employment: Employed _____ Unemployed _____

13. If not employed, reasons for not taking up a job:

(1)

(2)

(3)

14. If not employed, were you offered any job opportunities?

Yes _____ No _____

If yes, please give reasons for not taking up the job:

(1)

(2)

(3)

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Section B : Part I

Professional Experience

1. Please list down the job(s) you are holding/held by you. (Start with the present job first and go right down to your first job)

   PLEASE NOTE: If you have held many jobs, you may give us your bio-data on a separate sheet.

Designation	Basic Qualification (as specified by employer	Agency/Institute full address	Permanent or temporary	Duration From	Duration To

2. Have there been any breaks in your job:

   Yes _____ No _____

   If yes, give reasons for the break:

   (1)

   (2)

   (3)

3. (A) Have you been/are you, involved in any work of voluntary capacity. Example - work of any voluntary agency like Lions Club, Rotary Club, etc.. or free lance writing or any other kind of voluntary work.
   (PLEASE NOTE: Whether you are holding a paid job and/or engaged in voluntary work, your answers to this question are of particular interest to us. DO NOT OMIT ANY INFORMATION AS NOT IMPORTANT.

   Yes _____ No _____

   (B) If yes, in what capacity:

   Worker:_____, Organiser_____, Both:_____,

   Any other_____.

4. Give a description of the job(s) (or voluntary position(s)) you are holding/ have held, in terms of your job responsibilities/duties you are/were expected to fulfill. Examples: If teacher: what classes, which subjects, other responsibilities like planning curriculum, holding meetings, maintaining records, preparing reports, guiding and counselling, organizing co-curricular activities, and so on.

   PLEASE begin with the present job first. Attach an extra sheet if necessary.

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Job/Voluntary work	Responsibilities
1.	i.
	ii.
	iii.
	iv.
	v.
2.	i.
	ii.
	iii.
	iv.
	v.
3.	i.
	ii.
	iii.
	iv.
	v.

5. Please indicate by checking (_/_) in the space provided your degree of interest in what you are doing at present.

( ) Highly interested.

( ) Interested.

( ) Indifferent.

( ) Disinterested.

( ) Highly disinterested.

6. What aspects of your job /voluntary work do you/did you feel satisfied or dissatisfied with.

Job	Aspects satisfied with	Aspects dissatisfied with
1.	i)	i)
	ii)	ii)
	iii)	iii)
2.	i)	i)
	ii)	ii)
	iii)	iii)
3.	i)	i)
	ii)	ii)
	iii)	iii)

7. Do you plan to change your job:

Yes _____ No _____

If yes, why?

i)

ii)

iii)

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SECTION B : PART II

FEEDBACK ON CURRICULUM

1. Has the program of training in the Child Development Department prepared you satisfactorily in any way for your job(s) and all responsibilities associated with it (as specified by you in Q.4, Par I).

   Yes _____ No _____

2. If yes, which courses do you remember as being most meaningful and beneficial to you: (a) As a person, (b) As a professional. Given below are the major areas of study offered to you through various courses in the department. Specify your gains in terms of theoretical knowledge, practical experience, and research competencies.

   PLEASE NOTE: We are mainly interested in your gains and not in the evaluation of the curriculum.

Human Relations

i.

ii.

iii.

iv.

Marriage and Family Relations

i.

ii.

iii.

iv.

Early Childhood Education/Pre-school Education

i.

ii.

iii.

iv.

Child Welfare

i.

ii.

iii.

iv.

Field Work/Nursery School Participation Experience

i.

ii.

iii.

iv.

Research

i.

ii.

iii.

iv.

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Seminar

i.

ii.

iii.

iv.

Please go through your answers to the above question and make sure you have mentioned the gains (a) as a person and/or as a professional and (b) whether the gains were in theory, research or practicum.

(A) Has the training in the department helped you develop some personal qualities.

Yes _____ No _____

If yes; could you identify specifically the personal qualities developed in you. Example, personal qualities of a mother are patience, tolerance, understanding, confidence etc. Now think of yourself as a person and specify the personal qualities developed in you during the course of training in this department.

(B) What/who do you think helped you develop these qualities - A person, a subject, an experience?? List down the first five that come to your mind.

i.

ii.

iii.

iv.

v.

4. In what ways has the system of evaluation followed by the department helped you gain personal and professional competence. Example the use of self evaluation, teacher evaluation, submission of reports in field work, etc..

5. What aspects of the department have impressed you most? Please rank 1, 2, 3, 4, 5, 6 in order of preference.

( ) Curriculum.

( ) Work climate.

( ) Human relations.

( ) Practical experience.

( ) Team approach to work (working together as a team).

( ) Teaching staff.

( ) Any other.

6. Do you feel the duration of training was sufficient for effective personal and professional growth.

Yes _____ No _____

7. What are your future plans in relation to your academic and vocational career.

8. Keeping in mind what you have gained from the department as well as what you would have liked to gain, what suggestions can you give for revising our curriculum. Give your feed-back in terms of modification of present courses, more/less practical work, exposure to more field agencies, and so on.

THANK YOU FOR YOUR KIND CO-OPERATION.
WE LOOK FORWARD TO YOUR CO-OPERATION IN THE FUTURE ALSO

- -

BIO-DATA OF SMT.INDIRA KRISHNA, M.Sc.

1. Graduate: B.A., Mysore University, 1956.
2. Post-graduate: M.Sc., M.S. University, Baroda, 1961.
3. Reader in Home Science, Smt. VHD Central Institute of Home Science.

ACADEMIC

4. Chairman, Board of Studies in Home Science, Bangalore University.
5. Worked as: The Principal, Smt. VHD Central Institute of Home Science, Bangalore.
6. Chairman, Board of Examiners of Mysore University; Karnatak University; Kerala University and Bangalore University.
7. Member, Board of Examiners; Sri Venkateswara University,Tirupati.
8. Member, Expert Committee: To frame the syllabus for job Oriented Course in Home Science.
9. Member, Expert Committee for two year, pre-University Course.
10. Member, Expert Committee: To review the books at Central Public Library, Bangalore.
11. Member, Expert Committee: To review the articles for Jana Priya Vignana, Bangalore University Publication.
12. Contributed articles to Jnana Gangothri-Children Encyclopedia in Kannada· to College Magazine of Home Science.
13. Contributed articles to College Magazine of Home Science.
14. Member of the Syndicate, Senate and Academic Council of the Bangalore University.

SOCIAL WORK

1. Vice-President, Nivedita School, Gavipuram Extension, and Vasanthapura, Bangalore.
2. Hon.Secretary: Sri Sharda Sevika Mandali-A Cultural Organization for Women; Sri Sharda Kutir-Hostel for Working Women and Girl students; Sri Sharda Balika Mandali, A Cultural and Recreational Centre for Girls.
3. Hon.Secretary: Kasturba Kanya Vidyalaya and its branches: (i) Education, (ii) Auxillary Units.

PUBLICATION

4. Published two books by name 'Way to the Devine' and 'Letters and Prayers' written by Swami Yatiswaranandaji.

   Published two souveneirs on the occassion of Nivedita Centenary celebrations and another on the opening ceremony of Swami Yatiswarananda memorial Block.

5. Ranger Leader of Bharath Scouts and Girl Guides.
6. N.S.S. Programme Officer, Smt. VHD Central Institute of Home Science.

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APPENDIX I.B

ALUMNI INFORMATION QUESTIONNAIRE

(GUJARATI VERSION)

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DEPARTMENT OF CHILD DEVELOPMENT

Faculty of Home Science, Baroda 390 002

Hello dear,

Here's a call from your Alma Mater wanting to know what you have been doing all these years since you graduated from the Department. While you have always been remembered fondly and proudly as an important alumni of the Department of Child Development, in the absence of a regular news letter it has not been possible for us to keep in touch. We hope this lettle will revive the old ties and help establish contacts that will be mutually beneficial to us both.

We are particularly interested in knowing more about you, especially in terms of your personal and professional achievement during these interim years. We wish to do this in a systematic manner so we can use the important information you provide to build a richer and more meaningful program of studies in the Department.

The Department has grown in many ways since you were last here and you have undoubtedly played an important role in the growth of the Department. May be we could send you a brief news letter about the Department in our next letter to you.

Enclosed with this letter is a questionnaire which we would earnestly request you to fill out in as much detail as is possible. We request you to fill in the questionnaire and return the same to us in the self-addressed envelope, as early as you possibly can. In answering the questions please keep in mind :

1 Your answers should be related as far as is possible to the program of studies you had in the Department.

2 Your answers will be kept absolutely confidential and will be used for research purposes only.

3 Any problems related to answering the questions be please drawn to our attention (we will be happy to write back the clarification to you).

4 Please note that whether you are holding a paid job or not, your answers to the questionnaire are of significant interest to us.

5 All questions be filled in complete detail.

Please remember your answers are very important to us. Return your questionnaire at the earliest in the enclosed envelope.

Thank you for your co-operation. Hope you will extend your kind co-operation in future too.

Cordially,

Dr. T. S. Saraswathi
Reader, Dept. of Child Development
Joint Director, ICSSR Research
Project on Job Competency.

Prof. (Mrs.) Amita Verma
Head, Deptt. of Child Development,
Director, ICSSR Research Project on
Job Competency.

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DEPARTMENT OF CHILD DEVELOPMENT

FACULTY OF HOME SCIENCE

ALUMNI INFORMATION SCHEDULE

SECTION A

Background Information

1. Full Name : પૂરું નામ :

   Maiden Name :
   લગ્ન પહેલાંનું નામ :

   Married Name :
   લગ્ન પછીનું નામ :

2. Programme for which enrolled in the Department :
   ડીપાર્ટમેન્ટમાં કયા અભ્યાસક્રમ માટે તમે જોડાયા હતાં ?

	Duration સમય		Grade obtained મેળવેલી કક્ષા
	From થી	To સુધી	
B. Sc.			
M. Sc.			
Post Graduate Diploma			
Under Graduate Diploma			

3. Complete Address : (Please Check ✓ the prefered mailing address)
   પૂરું સરનામું (જે સરનામે ટપાલ ઇચ્છતા હો તે સામે ✓ કરો)

   .....(i) Present
   હાલનું સરનામું

   .....(ii) Permanent
   કાયમી સરનામું

4. Age in years.....
   ઉંમર (વર્ષ)

5. Religion..... Nationality.....
   ધર્મ રાષ્ટ્રીયતા

   Home State.....
   વતન

6. Marital Status : લગ્ન અંગે માહિતી

   Married પરિણીત....., Single અપરિણીત.....

   Divorce છૂટા છેડા....., Widow વિધવા.....

   If married, for how many years.....
   પરિણીત હો તો કેટલા વર્ષ થી

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7. Type of Family : કુટુંબનો પ્રકાર,

Joint સંયુક્ત....., Nuclear વિભક્ત.....,

Extended વિસ્તૃત....., Single તમે એકલા.....

8. **Family Back ground : કુટુંબ વિષેની માહિતી.**

A. If not Married : અપરિણીત હો તો.

	Father	Mother	Brothers and Sisters				
			1st	2nd	3rd	4th	5th
Age ઉંમર							
Education અભ્યાસ							
Occupation ધંધો							

B. If Married : પરિણીત હો તો.

	Father-in-law	Mother-in-law	Husband	Children			
				1st	2nd	3rd	4th
Age ઉંમર							
Education અભ્યાસ							
Occupation ધંધો							

9. Total Family income per month :
કુટુંબની માસિક આવક

Rs. 500—Rs. 1000.....

Rs. 1001—Rs. 1500.....

Rs. 1501—Rs. 2000.....

Rs. 2001—Rs. 2500.....

Rs. 2501—Rs. 3000.....

Rs. 3001 and above.....

10 Do you have any adults/dependent at home :
તમારા ઘરમાં કોઈ પુખ્તવયની વ્યક્તિ અથવા આશ્રિત છે ?

Yes હા..... No ના.....

If yes, specify the number.
જો હા, તો તેની સંખ્યા

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11. Any further degree degree/diploma obtained after graduating from the Department :

આ ડીપાર્ટમેન્ટમાંથી ડીગ્રી/ડીપ્લોમા લીધા પછી મેળવેલી બીજી કોઈ ડીગ્રી/ડીપ્લોમાની વિગત.

Degree/Diploma ડીગ્રી/ડીપ્લોમા	Specialization વિશેષતા *	Institute/University સંસ્થા/યુનિવર્સીટી	Year		Grade obtained મેળવેલી કક્ષા
			From થી	To સુધી	

* મુખ્ય વિષય

12. Status of Employment : ધંધો/નોકરીની વિગત

Employed..... Unemployed.....

તમે કોઈ ધંધો કે નોકરી કરો છો ? હા..... ના.....

13. If not employed, reasons for not taking up a job.
અત્યારે નોકરી ન કરતાં હો તો તેનાં કારણ :

(૧)

(૨)

(૩)

14. If not employed, were you offered any job opportunities.
જો નોકરી ન કરતાં હો તો, તમને નોકરી માટેની તક ક્યારેય મળી હતી ?

Yes હા..... No ના.....

If yes, please give reasons for not taking up the job :
હા, તો શા માટે તે નોકરી ન સ્વીકારી, તેનાં કારણો.

(૧)

(૨)

(૩)

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SECTION B : PART 1

Professional Experience

કામનો અનુભવ

1. Please list down the job (s) you are holding/held by you. (Start with the present job first and go right down to your first job).

   Please Note : If you have held many jobs, you may give us your bio-data on a seperate sheet.

   તમે જે જે કામ અત્યાર સુધી કર્યાં હોય કે કરતા હો તેની વિગતો. (અત્યારે જે કામ કરતા હો તેનાથી શરૂઆત કરીને સૌથી પહેલાના કામ સુધીની વિગતો આપો).

   સૂચના : જો તમે ઘણાં જુદાં જુદાં કામો (નોકરી) કર્યાં હોય તો તમારી કાર્યકીર્તિની વિગતો જુદા કાગળ પર આપો.

   વિગતવાર માહિતી

Designation હોદ્દો	Basic qualification (as specified by employee) મૂળભૂત લાયકાત (નોકરી આપનારે માગેલી)	Agency/Institute Full Address નોકરીની સંસ્થા/ પેઢીનું સરનામું	Temporary/ Permanent કાયમી કે હંગામી	Duration સમય	
				From થી	To સુધી

2. Have there been any breaks in your job :
   તમારા કામ (નોકરી) માં વચ્ચે નોકરી કે કામ ન કર્યું હોય એવો ગાળો આવ્યો છે ?

   Yes હા..... No ના.....

   If yes, give reasons for the break.
   જો હા, તો તેના કારણો આપો.

   (૧)

   (૨)

   (૩)

3 (A) Have you been/are you, involved in any work of voluntary capacity. Example–work of any voluntary agency like Lions club, Rotary club, etc., or free lance writing or any other kind of Voluntary work.

   Please Note : Whether you are holding paid job/and/or engaged in voluntary work, your answers to this question are of particular interest to us :

   (Do not Omit any Information as not Important)

તમે કોઈ જાતના સ્વૈચ્છિક કાર્યમાં ગૂંથાયેલા છો કે હતાં ખરાં ? દા. ત. લાયન્સ ક્લબ, રોટરી ક્લબ વિ. સંસ્થાઓના કાર્યો અથવા કોઈ જાતનું સ્વતંત્ર લેખનકાર્ય કે એવું બીજું સ્વૈચ્છિક કાર્ય.

(સૂચના : જો તમે નોકરીની સાથે કે તેના વગર આવા કોઈ સ્વૈચ્છિક કાર્યમાં જોડાયેલા હો તો તે સંબંધી. આ પ્રશ્નના જવાબો અમારે મન્ટે ઘણા મહત્વના છે. એટલે તે સંબંધે કોઈ માહિતી બિનજરૂરી ગણી છોડી દેશો નહીં.)

Yes હા..... No ના.....

(B) If yes, in what capacity ?
જો હા, તો તેની વિગત.

Worker..... Organiser ..... ,
કાર્યકર સંચાલક

Both ....., Any other .. ..,
બંને બીજું કોઈ

4. Give a description of the job (s) or Volantary Position (s) you are holding/have held, in terms of your job responsibilities/duties you are/were expected to fulfil. Please begin with the–**Present job first.** Attach an extra sheet if necessary.

તમે કરેલા/કરતા હો તેવા કામની (નોકરી/સ્વૈચ્છિક) ફરજો/જવાબદારીઓ અંગેની માહિતી : અત્યારે ચાલુ નોકરીથી શરૂ કરીને પાછળ બધી વિગતો આપો. જરૂરી હોય તો વધારાનો કાગળ જોડો.

Job/Voluntary work નોકરી/સ્વૈચ્છિક કામ	Responsibilities જવાબદારીઓ
Example: Research Associate દા. ત. રીસર્ચ અસોસીએટ	1. Planning the research, data collection, analysis and writing report. 2. Maintaining correspondence file. 3. Maintaining Accounts. ૧. રીસર્ચ અંગેનું આયોજન, માહિતીનું વિશ્લેષણ, અહેવાલ લેખન. ૨. પત્ર વ્યવહાર. ૩. હિસાબ વ.
1.	1. 2. 3.
2.	1. 2. 3.

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5. Please indicate by checking (✓) in the space provided your degree of interest in what you are doing at present.

તમે જે કામ અત્યારે કરો છો તેમાં તમને પડતા રસ આગે (✓) બતાવો.

( ) Highly Interested ખૂબ રસપ્રદ

( ) Interested રસપ્રદ

( ) Indifferent કશું જ નહી

( ) Disinterested અણગમતું

( ) Highly Disinterested ખૂબ અણગમતું

6. What aspects of your job (s) / Voluntary work do you/did you like or dislike.

Job/Voluntary work નોકરી સ્વૈચ્છિક	Aspects you like તમને ગમતાં અંગો	Aspects you dislike તમને ન ગમતાં અંગો
1. Research Associate	1. Nature of job and job responsibilities	1. Travelling during data collection.
	2. Co-operation and encouragement from project director	2. Relation with other staff
	3. Salary	
૧. ત. રીસર્ચ એસોસીએટ	૧. કામનો પ્રકાર અને જવાબદારીઓ	૧. ડેટા ભેગો કરવા માટે મુસાફરી કરવી.
	૨. અંચાલકોનો સહકાર અને પ્રોત્સાહન	૨. બીજા સહકાર્યકરો સાથેના સંબંધો
	૩. વેતન	
૧		
૨		
૩		

7. Do you plan to change your job ?

તમે નોકરી બદલવાનો વિચાર કરો છો ?

Yes હા..... No ના.....

If yes, why ? હા, તો શા માટે ?

1.

2.

3.

SECTION B : PART II

Feedback on Curriculum

અભ્યાસક્રમ અંગે પ્રશ્નો

1. Has the Program of training in Child Development Department prepared you satisfactorily in any way for your job (s) and all responsibilities associated with it (As specified by you in Q. 4, Part 1)

   ચાઇલ્ડ ડેવેલેપમેન્ટ ડીપાર્ટમેન્ટમાં તમને મળેલી કેળવણીએ તમને તમારા કામની જવાબદારીઓ તમે ચંતોષકારક રીતે અદા કરી શકો તે માટે તૈયાર કર્યા છે ?

   (સવાલ ૪ : ભાગ ૧ માં તમે આપેલી જવાબદારીઓ)

   Yes હા..... No ના.....

2. If yes, which courses do you remember as being most meaningful and benefecial to you : (a) As a person, (b) As a Professional Given below are the major areas of Study offered to you through various courses in the department. Specify your gains in terms of **Theoretical knowledge, Practical experience,** and **Research competencies.**

   Please Note : We are mainly interested in your gains and not in the evaluation of the curriculum.

   જો હા, તો તમને કયા વિષયો (અ) વ્યકિતગત રીતે (બ) વ્યવસાયિક રીતે સૌથી ઉપયોગી અને લાભદાયક લાગ્યા ?

   નીચે આપેલા મુખ્ય અભ્યાસક્રમોના વિષયોમાંથી તમને જે સૈદ્ધાંતિક જ્ઞાન, વ્યવસાયિક અનુભવ, સંશોધનની સમજ પ્રાપ્ત થયા તે જણાવો.

   સૂચના : તમને થયેલ વિશેષ પ્રાપ્તિમાં અમને ખાસ રસ છે. અભ્યાસક્રમના મુલ્યાંકનો નહીં.

Marriage and Family Relations

Example :

1. As a Person—The course on Familly relations helped me, analyse the sensitivity of relationship between different members of the family.

2. As a professional—The course on adolescence in understanding & councelling adolescence.

૧. વ્યકિતગત રીતે :—' Family relations ' વિષયથી મને કુટુંબના વિવિધ સભ્યોની લાગણીઓ અને તેમના સંબંધોનું વિશ્લેષણ કરવામાં મદદ થઈ.

૨. વ્યવસાયિક રીતે :—' Adolescence ' સંબંધી વિષયે મને તેમના સંબંધી સમજ કેળવવામાં અને તેમને યોગ્ય સલાહ– સૂચનો આપવામાં મદદ કરી.

Human Relations

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Early Childhood Education

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Child Welfare

Field work/Nursery school Participation experience

Research

Seminar

Please go through your answers to the above question and make sure you have mentioned the gains (a) As a person/or as a proffesional and (b) whether the gains were in theory, research or practicum.

ઉપરના તમારા જવાબો બરાબર તપાસીને જુઓ કે તમે બધા પ્રશ્નોના જવાબ વ્યક્તિગત રીતે/વ્યવસાયિક રીતે અને સિદ્ધાંત, સંશોધન અથવા વ્યવહારિક જ્ઞાન સંબંધી તમને થયેલી વિશેષ પ્રાપ્તિની દૃષ્ટિએ આપ્યા છે.

3. Has the training in your department helped you develop some personal qualities.
ડીપાર્ટમેન્ટમાંથી મળેલી કેળવણીથી તમારા વિશિષ્ટ વ્યક્તિગત ગુણોનો વિકાસ થયો છે ?

Yes હા _____ No ના _____

Now think of yourself as a person and specify **the personal qualities developed in you during the course of training in this department.**
તમારી જાતને એક વ્યક્તિ તરીકે ગણીને આ કેળવણીથી તમારામાં જે વ્યક્તિગત ગુણોનો વિકાસ થયો હોય તે દર્શાવો.

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4. What do you think helped you develop these qualities : A persons, a subject, an experience ? List down the first five that come to your mind.
કોની મદદથી કે શેને લીધે તમારામાં આ ગુણોનો વિકાસ થયો તે જણાવો. તમારા મનમાં આવે તે પહેલા પાંચ વ્યક્તિ, વિષય કે અનુભવ લખો.

૧.

૨.

૩.

૪.

૫.

5. You have gone through different kinds of evaluations during your programme in the department. How has it helped you gain personal and professional competence. (e. g. Take home assignments instead of tests relieved me of anxiety of examination, helped me to learn independently).
ડીપાર્ટમેન્ટમાં તમારા અભ્યાસ દરમિયાન જુદી જુદી મુલ્યાંકનની પદ્ધતિઓથી તમે જાણકાર થયા છો. તેમાંથી તમને વ્યક્તિગત રીતે અને વ્યવસાયિક રીતે શક્તિ પ્રાપ્ત કરવામાં શું મદદ થઈ છે તે જણાવો. જેવા કે : સેલ્ફ ઇવેલ્યુએશન, ટીચર ઇવેલ્યુએશન, ફીલ્ડ વર્ક રીપોર્ટ દ્વારા ઇવેલ્યુએશન.

(હા. ત. ઘરે આપેલી એસાઇનમેન્ટના કારણે પરીક્ષાની ચિંતા ઓછી થઇ અને જાતે કરવાની તક મળી)

6. What aspects of the department have impressed you most ? Please rank 1, 2, 3, 4, 5, 6 in order of preference.

ડીપાર્ટમેન્ટના કયાં પાસાંઓથી તમે પ્રભાવિત થયા છો ? તે ૧, ૨, ૩, ૪, ૫, ૬ ના અગ્રતાક્રમે લખીને જણાવો.

( ) Curriculum અભ્યાસક્રમ

( ) Work climate કામ કરવાનું વાતાવરણ

( ) Human relations વ્યક્તિગત સંબંધો

( ) Practical experience વ્યવહારિક અનુભવો

( ) Team approach to work જૂથમાં કામ કરવાનો અભિગમ

( ) Teaching staff શિક્ષકગણ

( ) Any other બીજું કાંઈ

7. Do you feel the Duration of training was sufficient for effective personal and professional growth ?

વ્યક્તિગત અને વ્યવસાયિક વિકાસ માટે કેળવણીનો ગાળો પૂરતો હતો તેવું તમને લાગે છે ?

Yes હા..... No ના.....

8. What are your future plans in relation to your academic and vocational career.

તમારી શૈક્ષણિક અને વ્યવસાયિક કારકીર્દી અંગે ભવિષ્યની તમારી શી યોજનાઓ છે ?

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9. Keeping in mind what you gained from the department as well as what you would have liked to gain, what suggestions can you give for revising our curriculum. Give your feedback in terms of modification of present courses, more/less practical work, exposure to more field agencies, and so on.

ડીપાર્ટમેન્ટમાં મળેલી કેળવણીમાંથી તમને જે પ્રાપ્ત થયું અને જે પ્રાપ્ત કરવાની તમારી અપેક્ષા હતી તે ધ્યાનમાં રાખી ને અભ્યાસક્રમમાં ફેરફાર કરવાનાં તમારાં સૂચનો આપો. ચાલુ અભ્યાસક્રમમાં સુધારા, વ્યવહારિક કાર્યમાં વધારો કે ઘટાડો, ક્ષેત્રિય કામ માટે વધુ અનુભવ, વિગેરે અંગે તમારો અભિપ્રાય આપો.

APPENDIX I.C

THE FACULTY OF HOME SCIENCE

BARODA 2

Tele { Phone : 64362
Grams: "HOMSCIENCE"

No.FHS/ January 17, 1981.

JUST A REMINDER!

Dear Alumni,

We mailed an "Alumni Information Schedule" to you recently, in relation to our project on "The Child Development Curriculum and its Relevance to Job Competencies in the Field".

The responses are beginning to trickle in (whereas would love to have it pour in) and we appreciate your co-operation. If you have not completed the questionnaire, may we request you to do so most urgently and mail it today.

Your responses are of great value to us as the complete success of the project depends on them. Your co-operation is urgently required.

Thanking you in anticipation and with warm greetings for the New Year,

Cordially,

T.S. SARASWATHI
Joint Director,
ICSSR-Project (JC)
Reader, Dept.of Child Develop.

A. VERMA
Director, ICSSR Project (JC)
Head, Department of Child Deve.,
Dean, Faculty of Home Science.

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APPENDIX I.D

DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science
M.S. University of Baroda
Baroda 390 002

MARCH 5, 1981.

URGENT REMINDER!!

Dear Alumni,

We are still waiting for your response to the "Alumni Information Schedule" posted to you in December 1980.

We hope you understand that our study is completely dependent on the responses we receive from our Alumni and we cannot move on to the next step of our study unless we hear from you. Your Data is of particular interest to us and we need your Urgent response.

In case you have misplaced the Questionnaire, do let us know, we would gladly send you another.

Looking forward to receiving the questionnaire soon.

Cordially,

Sd/-T.S.Saraswathi
Joint Director,
ICSSR Project on Job Competency.

Sd/-Prof.Amita Verma
Director, ICSSR Project on
Job Competencies.

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APPENDIX I.E

LIST OF EXPERTS

(For feedback on content validity of Schedule II)
Job Competencies required in the Field.

1. Dr. Gujral, Foods and Nutrition Department, Faculty of Home Science, M.S. University of Baroda, Baroda.
2. Prof. Amita Verma, Head and Dean, Faculty of Home Science, M.S. University of Baroda, Baroda.
3. Dr. R. Mistry, Professor, Faculty of Technology and Engineering, M.S. University of Baroda, Baroda.
4. Dr. Kamla Srinivasan, Home Management Department, Faculty of Home Science, M.S. University of Baroda, Baroda.
5. Prof. P.S. Chari, Ex-Dean, Faculty of Home Science, M.S. University of Baroda, Baroda.
6. Dr.(Mrs.) Kalpana Paralikar, Education Extension Department, Faculty of Home Science, M.S. University of Baroda, Baroda.
7. Mrs. T. Vaswani, Lecturer, Faculty of Social Work, M.S. University of Baroda, Baroda.
8. Dr. Chandra, Head, Education Extension Department, Faculty of Home Science, M.S. University of Baroda, Baroda.
9. Dr.(Mrs.) Atula Derasari, Lecturer, Department of Child Development, Faculty of Home Science, M.S. University of Baroda, Baroda.

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APPENDIX I.F

STRUCTURED QUESTIONNAIRE
COMPETENCIES REQUIRED ON THE JOB

Date:_____1981.

Dear Alumni,

Thanks a lot for your response to the "Alumni Information Schedule" and Post-card. It was a pleasure to re-establish our old contacts and get acquainted with all that you have been doing since you left the Department. We are particularly happy to note that the training in the department has been useful to you in helping you to work and contribute to the field through your job.

In case you have not already posted your first schedule, please treat this as an urgent gentle reminder and quietly slip in your answer to the same along with enclosed form!

We have chosen you among the few Alumni to whom we are sending a second schedule (enclosed herewith). We are sure that the information you provide will be of great value to us. Hope you will cooperate with us as you have done in the past.

We will not trouble you by sending anymore schedule (for the time being at least) but yet would like to maintain some contact with you. Hence we are enclosing an "Alumni Association" membership form.

Hoping to hear from you soon.

With warm greetings and good wishes.

Cordially,

DR. T.S. SARASWATHI
Joint Director
ICSSR Project (JC)

PROF. AMITA VERMA
Director, ICSSR Project.

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INSTRUCTION

Dear Alumni,

Enclosed herewith is a list of competencies (knowledge, abilities, skills and personal qualities). In your opinion, based on your personal experience, which of these were very important, important or not important for the various jobs you have held/are holding. Do keep in mind that we are not interested in what is 'ideally' considered important for the job but what you personally find/found important/useful in your working situation.

Go down the list of competencies and mark (_/) in the column applicable to you.

i.e. Column I V.Imp. for Very Important.
Column II S.Imp. for Sometimes Important.
Column III N.Imp. for Not Important.

Mark your present job/if not working now, then job held last in Section A and the previous jobs in Section B and C. In case you have held more than three jobs, then besides marking your present job, take up any two of your previous jobs (as far as possible different in nature) and mark in Column B and C.

PLEASE remember we are only interested in the competencies required in your actual working situation and not what you feel is ideally required.

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DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science
M.S. University of Baroda
Baroda 390 002

SCHEDULE : II

Full Name: _____

Designation: _____

Place and Complete address of the employer _____

_____

_____

Degree or Diploma obtained from the Department (Check ✓)

M.Sc. _____

B.Sc. _____

P.G.Dip. _____

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ENTER YOUR DESIGNATION HERE

Sr. No.	Competencies	Section A Designation Present job V.Imp.	S.Imp.	N.Imp.	Section B Designation Job II V.Imp.	S.Imp.	N.Imp.	Section C Designation Job III V.Imp.	S.Imp.	N.Imp.
	KNOWLEDGE OF									
* I	HUMAN RELATIONS AND BEHAVIOR									
1.	General Psychology									
2.	Physical growth and development									
3.	Environmental factors affecting development (eg. health, nutrition, etc.)									
4.	Characteristics of various age groups									
5.	Individual differences									
6.	Current trends and development in the field									
7.	Family systems									
8.	Family in society									
9.	Sociology of child development									
10.	Parent and community education									
11.	Methods and techniques of community participation and education									
* II	EDUCATIONAL APPROACHES									
1.	Early childhood education									
2.	Special education									

*Please do not react in terms of a course you took or a person who taught. Give your opinion regarding broad areas of knowledge.

81

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Sr. No.	Competencies	Section A Designation Present job			Section B Designation Job II			Section C Designation Job III		
		V.Imp.	S.Imp.	N.Imp.	V.Imp.	S.Imp.	N.Imp.	V.Imp.	S.Imp.	N.Imp.
* III.	AGENCIES/SERVICES IN THE FIELD									
1.	Child and family welfare Goals, objectives and set-up of the institution where employed									
2.	Other organization that the institute works in coordination with									
3.	Referral services available in the city their objectives and functioning.									
4.	Resource persons and materials in the field									
5.	Agencies that sponsor field action and research program									
6.	Information disseminating services in the field.									
7.										
* IV.	RESEARCH									
1.	Research methods									
2.	Statistics									
3.	Eminent researchers and their contribution in the field									
4.	Journals & magazines etc.in the field									
5.	Required styles and format for different publications									
* V.	CASE WORK TECHNIQUES									
1.	Individual approach									
2.	Group work									
3.	Guiding and counselling									

*Please do not react in terms of a course you took or a person who taught. Give your opinion regarding broad areas of knowledge.

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Sr. No.	Competencies	Section A Designation Present job			Section B Designation Job II			Section C Designation Job III		
		V.Imp.	S.Imp.	N.Imp.	V.Imp.	S.Imp.	N.Imp.	V.Imp.	S.Imp.	N.Imp.
	GENERAL -									
1.	Regional language.									
2.	Characteristics of target group(I.e. children, women, urban and slum dwellers, rural folks, etc.)									
	II. ABILITIES FOR ---									
I.	COGNITIVE COMPETENCE									
1.	Long range vision									
2.	Clarity of thought									
3.	Creative thinking									
4.	Proper perspective									
5.	Consistence and continuity of thought									
6.	Integrate information									
7.	Interpret information									
8.	Utilize necessary information									
II.	SOCIAL COMPETENCE									
(a)	With Groups -									
1.	Put across an idea lucidly									
2.	Arouse interest and motivation of a group									
3.	Maintain involvement & cooperation of group									
4.	Understand one's role in a group									
5.	Initiate discussion									
6.	Work in coordination with others									
7.	Maintain a healthy working climate									
8.	Exercise control without threat									
9.	Maintain attitude of learning & discovery									

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Sr No	Competencies	Section A Designation Present job V.Imp.	S.Imp.	N.Imp.	Section B Designation Job II V.Imp.	S.Imp.	N.Imp.	Section C Designation Job III V.Imp.	S.Imp.	N.Imp.
(b)	Working with individuals:									
1.	Build up morale of: i. Self									
	ii. Others									
2.	Identify assets and limitations of individuals									
3.	Help individual realise his/her assets									
4.	Assign tasks and responsibilities according to abilities and interests									
5.	Identify needs & interests of target group									
6.	Plan and set appropriate objectives									
7.	Provide guidance and counselling									
III	EFFECTIVE CONTACTS									
1.	Maintain liasion with other institutes and important persons.									
2.	Co-ordinate between community and institute where employed									
3.	Tap financial and administrative resources									
IV	JOB DEMANDS AND PERFORMANCE									
1.	Solve problematic situations individually									
2.	Handle emergencies									
3.	Maintain and promote professional ethics									
4.	Maintain records: progress reports, data sheets, commulative records, correspondence									
	We could have missed out on some abilities. Please add any you feel has not been covered.									

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All competencies might appear important or very important in an ideal situation. But, please mark keeping in mind your actual working situation.

Sr No	Competencies	Section A Designation Present job			Section B Designation Job II			Section C Designation Job III		
		V.Imp.	S.Imp.	N.Imp.	V.Imp.	S.Imp.	N.Imp.	V.Imp.	S.Imp.	N.Imp.
	III. SKILL IN ---									
I.	WORKING WITH OTHERS									
1.	Promoting curiosity, questioning and exploration attitudes									
2.	Encouraging									
3.	Holding a group together									
4.	Providing a variety of experiences to a group									
5.	Interviewing									
6.	Psychological testing									
7.	Building a rapport									
8.	Guiding and counselling									
9.	Alert observation									
10.	Getting along/relating well with:									
	i. Children									
	ii. Adults									
	iii. Professional contacts									
	iv. Colleagues									
	v. Management									
	We could have missed out on some skills. Please add any other you feel has not been covered.									
12.	Convincing people									

85

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You are almost through

Sr. No.	Competencies	Section A Designation Present job V.Imp.	S.Imp.	N.Imp.	Section B Designation Job II V.Imp.	S.Imp.	N.Imp.	Section C Designation Job III V.Imp.	S.Imp.	N.Imp.
	SKILL IN ---									
II.	COMMUNICATION									
1.	Adaptation of communication techniques according to various groups									
2.	Convincing people									
3.	Using language correctly and effectively									
4.	Preparing and using audio visual aids: i. Mechanical-handling a projector, making slides, etc. ii. Creative skills - drawing, puppetry, dramatization etc.									
5.	Using moderate and clear voice with effective modulation									
III	JOB PERFORMANCE									
1.	Systematic organization, recording and filing									
2.	Lucid effective writing style									
3.	Good handwriting									
4.	Efficiency and a sense of neatness									
IV.	PERSONAL QUALITIES									
1.	Open mindedness to ideas and people									
2.	Alertness									
3.	Imagination									
4.	Intelligence									
5.	Flexibility									
6.	Perceptibility									
7.	Perseverance									

Sr. No.	Competencies	Section A Designation Present job V.Imp.	S.Imp.	N.Imp.	Section B Designation Job II V.Imp.	S.Imp.	N.Imp.	Section C Designation Job III V.Imp.	S.Imp.	N.Imp.
	PERSONAL QUALITIES									
8.	Enterprising									
9.	Creativity									
10.	Sharp memory									
11.	Curiosity									
12.	Diligence									
13.	Objectivity									
14.	Sensitivity									
15.	Empathy									
16.	Tolerance and patience									
17.	Acceptability									
18.	Understanding									
19.	Emotional balance and maturity									
20.	Confidentiality									
21.	Integrity									
22.	Confidence									
23.	Sincerity									
24.	Sociability									
25.	Involvement and interest									
26.	Sense of responsibility									
27.	Tact									
28.	Responsiveness - emotionally and otherwise									

87

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Sr. No.	Competencies	Section A Designation Present job V.Imp.	S.Imp.	N.Imp.	Section B Designation Job II V.Imp.	S.Imp.	N.Imp.	Section C Designation Job III V.Imp.	S.Imp.	N.Imp.
29.	Self-assertive									
30.	Humour									
31.	Leadership									
32.	Initiative									
33.	Effeciency									
34.	Approachability									
35.	Sense of professional ethics									
36.	Commitment									
37.	Analytical thinking									
38.	We could have missed out on some personal qualities. Please add any you feel has been left out									

88

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Q. How useful has the training in the department been in carrying out various responsibilities in the jobs you have held/holding.

Very useful _____

Useful _____

Somewhat useful _____

Useless _____

Q. Based on your feedback to the Questionnaire, what experiences would you suggest be added to enrich the curriculum in the department in view of the various jobs held by child development workers.

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APPENDIX I.G

Dear Friend/Alumni:

As you are well aware, you are an important member of our department. We depend on students like you to provide a feedback that will help us enrich our curriculum.

I request you to please fill in enclosed reply paid postcard and return the same promptly.

With Best Wishes.

Sincerely,

Amita Verma
Professor, Child Development &
Dean, Faculty of Home Science

Date:

Dear Madam:

Class (Encircle)
B.Sc./P.G./M.Sc.

1. I have received our alumni information schedule.	Yes	No
2. I have returned the completed schedule.	Yes	No
3. If I receive a second schedule from you asking for additional information specifically related to job competencies and curriculum revision:		
a. I will respond without fail.	Yes	No
b. I will return the schedule promptly.	Yes	No
4 a. I have held temporary/permanent job(s) since my graduation.	Yes	No
b. I have never held a job since my graduation.	Yes	No

My complete address is given on the reverse side:

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APPENDIX I.H

DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science
M. S. University of Baroda
Baroda 390 002

Date: December 3, 1981.

URGENT REMINDER!!

Dear Alumni,

We are still waiting for your response to the "Competencies related Schedule II" posted to you in August-September 1981.

We hope you understand that our study is completely dependent on the responses we receive from our Alumni and we cannot move on to the next step of our study unless we hear from you. Your Data is of particular interest to us and we need your Urgent response.

In case you have misplaced the Questionnaire, do let us know, we would gladly send you another.

Looking forward to receiving the questionnaire soon.

Cordially,

Amita Verma
Director, ICSSR Project
on Job Competencies.

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APPENDIX I.I

POSITIONS HELD BY OUR ALUMNI AND OTHER CHILD DEVELOPMENT GRADUATES

TEACHING

I. <u>At University Level</u>

a. P.G. Teachers, Professors, Associate Professors, Readers.

b. Asst.Professors, Lecturers, Asst.Lecturers, Training Instructors, C.D. Specialists (Teaching), Teachers in Social Work, Visiting Lecturers, Teaching Assts.

c. Administrators: Heads of the Department, Education Co-ordinators, Superintendents.

II. <u>At School Level</u>

a. Secondary school teachers, Asst. Secondary School Teachers.

b. Primary teachers, Asst.Primary Teachers.

c. Nursery teachers, Pre-school teachers, Day-care Heads, Laboratory nursery teachers, Asst.K.G. teachers.

d. Administrators: Principals, Head-mistresses, Instructors, Teachers-in-charge, Correspondents, K.G.Supervisors.

III. OFFICERS

Technical officers, Project officers, Welfare officers, Officers-in-charge, Clerical officers, Executive officers (trainees), Programme organizer.

IV. RESEARCH

a. Senior Research officers, Directors, Project Directors, Scientist (II).

b. Research Assistants/Associates, Research Workers.

c. Field Assistants.

V. NUTRITIONISTS

VI. SPECIAL EDUCATION TEACHERS

a. Emotionally Disturbed Children.

b. Mentally Retarded Children.

VII. SOCIAL WORKERS

a. Medical and Psychiatric Social Workers.

b. Voluntary Social Workers.

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APPENDIX I.J

LIST OF EXPERTS INTERVIEWED

The following experts were interviewed for the ICSSR project, "The Child Development Curriculum and its relevance to job competencies expected in the field".

Experts Interviewed in Bombay

1. Ms. Shirin Choksey,
   Bldg.No.5, 'ali Hill Estate,
   7, Golf Links, Khar,
   Bombay 400 052.
2. Ms. Yeshu Mehta,
   Department of Special
   Education,
   S.N.D.T.Women's University,
   New Marine Lines,
   Bombay 400 020.
3. Ms. Hazel Pereira,
   Head, Department of Teacher's
   Training, Nirmala Niketan
   Home Science College,
   49, New Marine Lines,
   Bombay 400 020.
4. Mrs. Kulkarni,
   Head, Department of Child
   Development, Nirmala Niketan
   Home Science College,
   49, New Marine Lines,
   Bombay 400 020.
5. Ms. Mandakini Khandekar,
   Flat No.16, Bldg.No. 29,
   Maitri Park Co-operative
   Housing Society,
   Sion Trombay Road, Chembur,
   Bombay 400 071.
6. Ms. Sarla Mukhi,
   Asst.Director, Population
   Education, Family Planning
   Association of India,
   Bajaj Bhavan, Nariman Point,
   Bombay 400 001.
7. Ms. Armaity Desai,
   Nirmala Niketan, College of
   Social Work,
   38, New Marine Lines,
   Bombay 400 020.
8. Mrs. Apte,
   Tata School of Social Welfare,
   Sion-Trombay Road,
   Deonar,
   Bombay 400 088.

Experts Interviewed in Ahmedabad

1. Ms. Anjali Mehta,
   B.M.Institute of Mental
   Hygiene, Ashram Road,
   Nehru Bridge,
   Ahmedabad 380 009.
2. Dr. Mc Connel,
   B.M.Institute of Mental
   Hygiene,
   Ashram Road, Nehru Bridge,
   Ahmedabad 380 009.
3. Dr. S. Majumdar,
   B.M.Institute of Mental
   Hygiene,
   Ashram Road, Nehru Bridge,
   Ahmedabad 380 009.
4. Ms. Sybil David,
   B.M.Institute of Mental Hygiene
   Ashram Road, Nehru Bridge,
   Ahmedabad 380 009.
5. Mr. Kartikeya Sarabhai,
   Nehru Foundation.
   Ahmedabad.
6. Dr. Vakil,
   No.3, Ramkrishnakunj Society,
   Dr.Vikram Sarabhai Road,
   Atira Road, Ahmedabad 380 001.
7. Mrs. Jayshree Mehta,
   Programme Co-ordinator,
   Community Science Centre,
   Opp.Gujarat University,
   Ahmedabad.

Experts Interviewed in Udaipur

1. Ms. Ginny Srivatsava,
   Seva Mandir,
   Udaipur 313 001 (Rajasthan)
2. Ms. Shobha Nandwana,
   18, Dhinsapura, Fatehpura,
   Udaipur 313 001 (Rajasthan)
3. Ms. Aruna Roy,
   Social Work and Research Centr
   Tilonia 305 812, Madanganj,
   Ajmer (Rajasthan)

Experts Interviewed in Poona

1. Mrs. Pramila Phatak
   564 B, Shemwar Park,
   Kelkar Marg, Pune 30.
2. Mr .Freny Taraporewalla,
   Principal, S.N.D.T.College of
   Home Science, Karvey Road,
   Pune 31.

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Experts Interviewed in Delhi

1. Dr. Murlidharan, Reader, Department of Psychology and Foundation of Education, Centre for Educational Technology, N.C.E.R.T., Sri Aurobindo Marg, New Delhi 110 016.
2. Dr. Paul Chowdhary, Director, NIPCCD, Siri Institutional Area, Opp.Police Station, Haus Khas, New Delhi 110 016.
3. Ms. Anupama Rao , Department of Information, UNICEF, 9, Jorbaug, New Delhi 110 003.
4. Dr. Anandalakshmi, Head, Department of Child Development, Lady Irwin College, Sikandra Road, New Delhi 110 001.
5. Mrs. M. Swaminathan, 5 B, Telegraph Lane, Behind Max Muller Bhawan, New Delhi 110 001.
6. Dr. J.C. Kavoori, Director, Family Planning Foundation, 198, Golf Links, New Delhi.
7. Mrs. Kamala Bhasin Malik, FFHC/BD Program Officer, FAO, 55, Lodhi Estate, New Delhi 110 003.
8. Mrs. Sarla Gopalan, Director, Central Social Welfare Board, "Jeevan Deep", Parliament Street, New Delhi 110 001.
9. Ms. Meera Aghi, Ex-Consultant, UNICEF, B/2, 58, Safdarganj Enclave, New Delhi 110 016.
10. Ms. Girija Mubai, NCERT, Sri Aurobindo Marg, New Delhi.
11. Ms. Usha Goel, Catholic Relief Society, 2, Community Centre, East of Kailash, New Delhi.

Experts Interviewed in Baroda

1. Mr. Sharma, Director, V.T.K.Institute for Rural Development, Samiala, Dist.Baroda.
2. Mr. Dave, Principal, IPCL School, IPCL Township, Baroda.
3. Mrs. Savitaben Amin, Navrachna High School, Sama Road, Baroda 390 007.
4. Ms. Sheroo Contractor, Counsellor, New York, U.S.A.
5. Ms. Navaz Bhavnagari, Doctoral Student, University of Illinois, Champaigne, U.S.A.
6. Mrs. Anjaria, Faculty of Social Work, M.S. University, Baroda.
8. Mr. Jayendra Shah, Welfare Officer, Welfare Department, Jyoti Ltd., Alembic Road, Baroda 390 003.

Experts Interviewed in Madras

1. Dr.(Ms) L.S. Saraswathi, 118, Usman Road, Madras 17.

Experts Interviewed in Bangalore and Mysore

1. Mrs. Vanaja Ramaprasad, Senior Research Scholar, Department of Nutrition, Mysore University.
2. Dr. Srikantiah, Prof. in Nutrition, Mysore University.

APPENDIX I.K

DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science

The International Year of the Child has created an unprecedented sensitivity to and awareness of the needs of children, and a number of programs have been launched during the year. We in the Department of Child Development have been involved in both training and service programs for children for the past 30 years. We thought it an opportune time to take stock of what Child Development workers are doing in various fields today, and even more important, look at what the future demands are likely to be.

Very broadly what we wish to know is as follows:

a. What are various job positions held by child development graduates?
b. What are the job responsibilities assigned to them?
c. What are the competencies (knowledge, abilities and skills) required to fulfil there responsibilities.
d. What kinds of job responsibilities are child development graduates able to fulfil effeciently/adequately.
e. Does any glaring gap in their training show up in their assuming job responsibilities?
f. In view of our meagre resources and varying job demands would training para professionals in child development meet the need for child development personnel? What kind?
g. What kinds of job openings for child development graduates are likely to come up in future (besides the established over now).
h. A number of job positions in National and State level programs for women and children can easily be manned by child development graduate. Yet why is preference given to M.S.W.graduates.

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APPENDIX I.L

LIST OF ADDRESSES OF OTHER DEPARTMENTS TO WHOM THE ALUMNI INFORMATION QUESTIONNAIRE WAS SENT

1. Dr. Singh,
   Department of Child Development, College of Home Science,
   Punjab Agriculture University,
   Ludhiana 141 001.
2. Mrs. Shashikala Shinde, Dean,
   Department of Child Development, Faculty of Home Science,
   G.B.P.U.A.T. University,
   Pantnagar 263 145
   (Dist.Nainital)
3. Ms. Bartaki,
   College of Home Science,
   Assam Agriculture University,
   Jorhat 785 013.
4. Dr. M. Khalakdinna,
   College of Home Science,
   Haryana Agriculture
   University, Hissar 125 004.
5. Dr. Chandrashekhar,
   College of Home Science,
   AICRP,
   Udaipur 313 001 (Rajasthan).
6. The Director,
   St. Theresa's College,
   Ernakulum (Kerala).
7. The Director,
   Queen Mary's College,
   Madras 600 006 (Tamil Nadu).
8. The Director,
   Government Home Science
   College, Chandigarh 160 010.
9. Ms. Uma Nag, Institute of
   Household Arts & Home Science,
   Agra University (U.P.)
10. Dr. Leela Phadnis, Director of
    Instructional, Home Science
    College, Dharwar Campus,
    Dharwar 580 006 (Karnataka).
11. Mr. C.P. Ghonsikar,
    Principal, College of Home
    Science, Marathawada Agriculture University,
    Prabhani 431 401.
12. Mrs. Warty, Head, Department
    of Child Development,
    S.N.D.T.Women's University,
    Thackersee Road,
    Bombay 400 020.
13. Ms. Freny Tarapore, Principle,
    S.N.D.T.Women's University,
    Karve Road, Pune 411 001.
14. Awna Mathews, Reader,
    Department of Child Development, S.V.College of Home
    Science, Tirupati 517 502.
15. Dr. P. Selvidas, Director of
    Collegiate Education,
    VHD Institute of Home Science,
    Bangalore 1.
16. Ms. Galby, Nirmala Niketan
    College of Home Science,
    49, New Marine Lines,
    Bombay 400 020.
17. Dr. Subhalakshmi, Dean,
    S.M.College of Home Science,
    Vallabh Vidyanagar,
    Anand 388 120.
18. The Principal,
    Smt. J.Birla Institute of
    Home Science,
    11, Lower Rawdown Street,
    Calcutta 700 020.
19. Ms. Mamta Adhikari,
    Principal, College of Home
    Science & Social Science,
    Hasting's House, Judges Court
    Road, Alipore,
    Calcutta 700 027.
20. Dr. Pushpamma,
    College of Home Science,
    A.A.P., Saifabad,
    Hyderabad 500 024.
21. The Principal,
    S.I.E.T.Women's College,
    Madras (Tamil Nadu).
22. Dr. G. Pankajam,
    Director, Training Program
    for Pre-school Education,
    Gandhigram (Tamil Nadu).
23. Dr.(Mrs.) Malhan,
    Director and Dean,
    Institute of Home Economics,
    Delhi University,
    South Extension,
    New Delhi.

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APPENDIX I.M

DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science
M.S. University of Baroda
Baroda 390 002

- ALUMNI INFORMATION SHEET -
(SENT TO DEPARTMENT HEADS IN OTHER INSTITUTIONS)

1. Name (of respondent) : _____
2. Designation : _____
3. Institute Address : _____
4. a) Do you have a program of specialization in Child Development?
   _____ Yes _____ No
   b) If yes, what was the year of initiating the program?

	YEAR		YEAR
B.Sc.	____	P.G. Diploma	____
M.Sc.	____	U.G. Diploma	____
Ph.D.	____		

5. Approximately how many students have graduated from the various programs offered by your institute since the time of their inception?

	YEAR		YEAR
B.Sc.	____	P.G. Diploma	____
M.Sc.	____	U.G. Diploma	____
Ph.D.	____		

6. What are the various kinds of jobs held by your alumni? Please list them in the order of most frequently to least frequently held jobs.
   (Examples: University teachers, school teachers, research associates, welfare workers, team-member in clinical setting, special education teachers, etc..)
7. Name the International Agencies (e.g. UNICEF, WHO, FAO) where your alumni are employed.
8. Name the major National Agencies where your alumni are employed (e.g. NCERT, NIPCID, ICCW, etc..)
9. Name (a maximum of six) University Departments or Private Colleges where two or more of your alumni are (or have been) employed.
10. Specify any independent (self-employment) projects pursued by your alumni (e.g. free-lance journalism, film-making, toy-manufacture, etc..). We are particularly interested in these.
11. Do you anticipate any new kinds of job openings for your alumni in the near future? If so, please specify the nature of jobs.

APPENDIX I.N

COVERING LETTER WITH ALUMNI INFORMATION QUESTIONNAIRE

Faculty of Home Science
BARODA - 2

Tele { Phone : 64362
Grams : HOMSCIENCE

No.FHS/

To:

Dear

The Child Development Department, Faculty of Home Science, M.S. University of Baroda, has taken up a research project on "The Child Development Curriculum and its relevance to job competencies expected in the field". The research aims (i) to identify the nature of jobs taken up by the Alumni of the department and the competencies required for the same, (ii) to evaluate to what extent has the curriculum of the department helped the alumni in developing these competencies and (iii) to make necessary modifications in the curriculum with the view of increasing its relevance in the light of competencies expected in the field.

We are at present in the process of obtaining the necessary information required about the alumni of our department. However, we do not wish to delimit our study to the alumni of our department alone. We are therefore, writing to you with the view of seeking information about the alumni of your department in order to present a broader and a more balanced picture regarding the job position of Child Development graduates in India.

We would greatly appreciate receiving your responses to the questions on the Alumni Information Sheet enclosed herewith, at an early date. We would also request you to send us a copy of your syllabus along with the same.

Thanking you,

Sincerely,

T.S. SARASWATHI
ICSSR Project Jt. Director,
Reader, Child Development Dept.

AMITA VERMA
ICSSR Project Director,
Head, Child Development Dept.

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APPENDIX I.0

LIST OF HEADS/DIRECTORS TO WHOM THE EMPLOYERS' QUESTIONNAIRE WAS SENT

1. Director,
B.M.Institute of Mental Health,
Ashram Road,
Ahmedabad 380 009.

2. The Director,
I.I.M., Vastrapur,
Ahmedabad 380 015.

3. The Principal,
S.M.College of Home Science,
Charotar Vidya Mandal,
Sardar Patel University,
Vallabh Vidyanagar.

4. The Director,
S.M.S. Hospital,
Jaipur (Rajasthan).

5. The Director,
Family Counselling Centre,
Balbharti Trust, Rustompura,
Surat.

6. Ms. Shashikala Shinde,
Dean, Department of Child Development, Faculty of Home Science, Govind Vallabh Pant B.A.U. & T University,
Pantnagar (Dist.Nainital).

7. Dr. M. Singh, Head,
Department of Child Development, College of Home Science,
P.A.U., Ludhiana.

8. Dr. Matilda Nath, Head,
Department of Child Development, I.C.College of Home Science, Hissar 125 004.

9. The Director,
Balsevika Training Institute,
650, 16-D,
Chandigarh.

10. The Director,
Haryana Council for Child Welfare, 315, Sect.9 D,
Chandigarh.

11. The Director,
Balsevika Training Centre,
Muslim Educational Trust,
Sopore, Kashmir.

12. Ms. Freny Tarapore,
Principal,
College of Home Science,
S.N.D.T.University,
Karve Road, Pune 411 001.

13. The Dean,
College of Home Science,
A.A.U., Jorhat 785 013.

14. The Principal,
Indian School of Learning,
Jhan, Dhanbad (Bihar).

15. The Principal, Vidya Vikasani Nursery School,
259-B Road, R.S.Puram,
Coimbatore 641 002.

16. Dr. Pankajam, Laxmi Teachers' Training College,
N.C.E.R.T., Gandhigram,
Madurai Dist. 624 302.

17. Dr. Reddy, Head,
Department of Home Science,
S.V. University College,
Tirupathi.

18. Prof. Yardy, Dean,
Faculty of Social Work,
M.S.University of Baroda,
Baroda 390 002.

19. Dr. Sharma, Director,
Sri V.T.K.Institute for Rural Development,
Samiala (Baroda).

20. Dr. Anandlakshmi, Head,
Department of Child Development, Lady Irwin Home Science College,
Sikandra Road, New Delhi.

21. The Dean,
Institute of Home Economics,
Delhi University,
South Extension,
New Delhi.

22. Ms. Goel,
Catholic Relief Services,
2, Community Centre,
East of Kailash,
New Delhi

23. Ms. Galby,
Principal, Nirmala Niketan,
College of Home Science,
38, New Marine Lines,
Bombay 400 020.

24. The Director,
Open Classroom, Sophia Colle
Bhulabhai Desai Road,
Bombay 400 026.

25. The Head,
Unit for Child and Youth Research, TISS, Deonar,
Bombay 400 088.

26. Ms.Shireen Choksey,
Director, Udyachal Pre-Primary School, Godrej Boycee Mfg. Co. Pvt. Ltd., Vikroli, Bombay 400 079.

27. The Principal,
Manekji Cooper Education Trust School,
Juhutara Road, Juhu,
Bombay 400 049.

28. Dr. Warty, Head,
College of Home Science,
S.N.D.T.Women's University,
Thackersee Road,
Bombay 400 020.

29. Dr. Murlidharan, Head,
Unit of Child Study,
NCERT, Indraprastha Estate,
New Delhi.

30. The Co-ordinator,
Mobile Creches,
5-B Telegraphic Lane,
New Delhi.

31. The Director,
Sanjeevani,
Defence Colony Flyover,
New Delhi 110 024.

32. The Director,
Princess Ebin Women's College and Education Centre,
Purani Haveli,
Hyderabad 500 002.

33. The Director,
District Council for Child Welfare,
Jind (Haryana).

34. The Director,
NIPCCD,
Siri Institutional Area,
Haus Khas,
New Delhi 110 016.

35. The Director,
Indian Institute of Mass Communication,
S.Ext. Part II,
New Delhi.

36. The Director,
Centre for Educational Technology,
NCERT, Aurobindo Marg,
New Delhi.

37. The Director,
Spastic Society of Delhi,
C-52, Safdargunj Development Area, New Delhi.

38. The Director,
Institute for Rehabilitation of the Physically Handicapped,
A-11, Pancheel Enclave,
New Delhi.

39. Ms. Shakuntala Dube,
Department of Psychiatry,
All India Institute of Medical Services,
Ansari Nagar, New Delhi.

40. The Director,
All India Radio-TV,
Parliament Street,
New Delhi 110 001.

41. The Secretary,
ICCW, 4, Deen Dayal Upadhyay Marg,
New Delhi 110 002.

42. The Director,
Women's Welfare Department,
Dharwad.

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APPENDIX I.P

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EMPLOYER'S QUESTIONNAIRE

To:

Dear

The Child Development Department, Faculty of Home Science, M.S. University of Baroda, has taken up a research project on "The Child Development Curriculum and its relevance to job competencies expected in the field". The research aims (i) to identify the nature of jobs taken up by the Alumni of the department and the competencies required for the same, (ii) to evaluate to what extent has the curriculum of the department helped the alumni in developing these competencies, and (iii) to make the necessary modifications in the curriculum with the view of increasing its relevance in the light of competencies expected in the field.

We are writing to you, particularly with the view of seeking your help in making this research exercise a meaningful one. As you have been/or will be employed/employing child development workers in your institute at various levels, we think you will be the most appropriate person to give us a feedback on (i) what are the various kinds of job competencies (knowledge, abilities, skills and personal qualities) expected of child development workers and (ii) how best can the curriculum help prepare the trainees to meet the job demands.

Even if you do not have child development graduates among your employees, please answer the questions related to the possibilities for employment in future as well as your suggestions for having competent workers in the field. Such an exercise and dialogue, we hope, will promote better co-ordination between institutes of employment and the training institution and be of mutual benefit.

Thanking you,

Sincerely,

T.S. SARASWATHI
ICSSR Project Jt. Director,
Reader, Child Development Dept.

AMITA VERMA
ICSSR Project Director,
Head, Child Development Dept.

DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science
M. S. University of Baroda
Baroda 390 002

1. Full Name:_____

2. Designation:_____

3. Institute:
(Full address)_____

4a. Could you please list the Child Development workers* working in your institute at present in the column below.

Sr. No.	Name	Designation	Qualification and Institute of qualifying	Temporary or Permanent	Duration of Appointment
1.					
2.					
3.					
4.					
5.					

4b. What are the various responsibilities associated with these jobs? OR What is the worker in these various jobs expected to do?

Job	Responsibility
Examples	
1. Research Associate	i. Planning the research independently ii. Preparing the tool, data collection etc.. iii. Contacting funding agencies.
Job I	
Job II	
Job III	

5a. In your opinion, how well are the child development workers trained at present to carry these (above mentioned) responsibilities*.

Very well_____

Satisfactorily_____

Not satisfactorily_____

Not at all_____

_____

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5b. What aspects of their training do you feel satisfied/ dissatisfied with?

Job	Aspect satisfied with	Aspects dissatisfied with
Example		
Research Associate	1. Knowledge of research methods	1. Knowledge of statistics
	2. Analytical perspective	2. Lack of practical experience
Job 1		
Job 2		
Job 3		
Job 4		

6a. What are the other posts in your institute where you think a child development worker can be employed?

Sr. No.	Designation	Minimum Qualification Required	Any specific experience required	Salary range
1.				
2.				
3.				
4.				

6b. Do you think it will be possible to find suitable child development graduates/post-graduated/diploma holders for the above posts?

_____ Yes _____ No

If no, why?

i.

ii.

iii.

7. Based on your responses to Q.5, what experiences would you suggest (in terms of theoritical concepts, practical experience, research etc.) be added to enrich the child development curriculum in view of the various jobs held by Child Development workers.

A. At the post-graduate level.

B. At the under-graduate level.

8. Do you anticipate any changes (in the near future) in the kind of programmes run in your institute.

_____ Yes _____ No

9. If yes, what would the new programmes focus on and what are the kind of child development workers required to carry them out?

10a. Are these any para professionals (e.g. bais, dais, nurse, etc.) related to the field of child development employed in your institute:

_____ Yes _____ No

10b. If yes, are they trained?

i. Yes, all of them _____

ii. Some of them _____

iii. None of them _____

10c. Which are the institutes that train them?

11. Seeing the average resources in the country and limited training institutes, what kind of workers should Child Development Department train. (Please mention the nature of jobs you have in mind).

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APPENDIX I.Q

THANK YOU LETTER TO ALUMNI

DEPARTMENT OF CHILD DEVELOPMENT
Faculty of Home Science
M. S. University, Baroda

Dear Alumni,

A very Happy New Year to you.

We extend our sincere thanks to you for co-operating with us in making our study "The Child Development Curriculum and its relevance to job competencies in the field", a meaningful one by sending us your considered opinion on the two schedules (just in case you have missed out on sending either schedules duly filled, please use this as an urgent reminder and act promptly! No escape from the hold of Alma Mater- See?)

We hope you will not treat this as "De end'e" but continue to maintain an active contact with us by giving us information regarding your life and work as well as your valuable suggestions for curriculum development so we can together build a curriculum that is relevant and meaningful.

Thanking you,

Sincerely,

T.S. SARASWATHI
ICSSR Project Jt.Director,
Reader, Child Development Dept.

AMITA VERMA
ICSSR Project Director,
Head, Child Development Dept.

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APPENDIX II.A

ALUMNI BACKGROUND INFORMATION

DATA SOURCE : ALUMNI

Table 1. Marital Status

Table 2. Family Type

Table 3. Distribution by Income

Table 4a - d. Educational and Occupational Status of Families

Table 5. Further Degrees/Diplomas Obtained

Table 6. Status of Employment

Table 7. Degree of Interest in Present Job

Table 8. Discontinuities During Period of Employment

Table 9. Plans for Changing the Present Job

Table 10. Reasons for Discontinuities during Employment

Table 11. Reasons for not taking up a Job

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Appendix II.A

Table 1. Marital Status.

Marital Status	B.Sc. (n = 66)		M.Sc. (n = 71)		P.G. (n = 60)	
	Number	Percent	Number	Percent	Number	Percent
a. Married	43	65.15	43	60.56	38	63.33
b. Single	22	33.33	27	38.03	22	36.67
c. Divorced	-	-	1	1.41	-	-
d. Widowed	-	-	-	-	-	-
e. Separated	1	1.52	-	-	-	-
f. No response	-	-	-	-	-	-

Appendix II.A

Table 2. Family Type.

Type of Family	B.Sc. (n = 66)		M.Sc. (n = 71)		P.G. (n = 60)	
	Number	Percent	Number	Percent	Number	Percent
a. Joint	17	25.76	13	18.31	30	50.00
b. Nuclear	33	50.00	44	61.97	23	38.33
c. Single	9	13.64	9	12.68	3	5.00
d. Extended	6	9.09	5	7.04	3	5.00
e. No response	1	1.52	-	-	1	1.67

Appendix II.A

Table 3. Distribution by Income.

Income Range	B.Sc. (n = 66)		M.Sc. (n = 71)		P.G. (n = 60)	
	Number	Percent	Number	Percent	Number	Percent
a. Rs.500-1000	3	4.55	1	1.41	3	5.00
b. Rs.1001-1500	7	10.61	6	8.45	13	21.67
c. Rs.1501-2000	5	7.58	12	16.90	11	18.33
d. Rs.2001-2500	9	13.64	12	16.90	11	18.33
e. Rs.2501-3000	9	13.64	10	14.08	4	6.67
f. Rs.3000 and above	31	46.97	29	40.85	16	26.67
g. No response	2	3.03	1	1.41	2	3.33

Appendix II.A

Table 4(a). Educational Status of the Families*

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	B.Sc. (n = 22)				M.Sc. (n = 27)				P.G. (n = 22)			
	Father No.	Percent	Mother No.	Percent	Father No.	Percent	Mother No.	Percent	Father No.	Percent	Mother No.	Percent
a. Illiterate, no formal education.	-	-	-	-	-	-	1	3.70	-	-	1	4.55
b. Below S.S.C.	2	9.09	4	18.18	-		6	22.22	2	9.09	9	40.91
c. S.S.C., below graduation, high school.	4	18.18	12	54.55	5	18.52	3	11.11	8	36.36	6	27.27
d. B.A./B.Sc./B.ed./ B.Com.	2	9.09	3	13.64	6	22.22	6	22.22	1	4.55	2	9.09
e. CA/BDS/MBBS/BE/MBA/ BA LLB/B.Sc.B.ed./ BA Bed/LMP/DBM/DOMS/ Medicine.	6	27.27	-	-	6	22.22	1	3.70	7	31.82	-	-
f. MA/ME/M.S./MS/MD/ MS/MA LLB/MCH.	4	18.18	-	-	3	11.11	3	11.11	-	-	-	-
g. Post-masters	-	-	-	-	-	-	-	-	-	-	-	-
h. Vernacular/well read in Telegu.	-	-	-	-	-	-	1	3.70	-	-	1	4.55
i. Ph.D.	-	-	-	-	1	3.70	--	-	1	4.55	-	-
j. No response.	4	18.18	3	13.64	6	22.22	6	22.22	3	13.64	3	13.64

*N.B.: This includes the families of the unmarried graduates only.

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Table 4(b). Occupational Status of the Families*.

Occupation	B.Sc. (n = 22)				M.Sc. (n = 27)				P.G. (n = 22)			
	Father No.	Percent	Mother No.	Percent	Father No.	Percent	Mother No.	Percent	Father No.	Percent	Mother No.	Percent
a. Unskilled	-	-	-	-	-	-	-	-	-	-	-	-
b. Skilled	-	-	-	-	-	-	-	-	-	-	-	-
c. Farming	2	9.09	-	-	-	-	-	-	1	4.55	-	-
d. Service-clerks, post-man, small business, teachers, a/c's.	1	4.55	-	-	5	18.52	3	11.11	1	4.55	-	-
e. Managerial/business, (Bank officer, manager, Consultants, health & sanitory inspector)	-	-	-	-	1	3.70	-	-	3	13.64	-	-
f. Professionals (Engineers, doctors, headmistress, judge, University teachers)	4	18.18	-	-	7	25.93	1	3.70	2	9.09	-	-
g. Defense services	-	-	-	-	-	-	-	--	-	-	-	-
h. Industrialists	-	-	-	-	-	-	-	-	-	-	-	-
i. Housewives	-	-	19	86.60	-	-	16	59.26	-	-	14	63.64
j. Business/service	9	40.91	-	-	2	7.41	-	-	4	18.18	-	-
k. Retired	3	13.64	-	-	7	25.93	-	-	6	27.27	-	-
l. No response	3	13.64	3	13.64	5	18.52	7	25.93	5	22.73	8	36.36

*N.B.: This includes the families of the unmarried graduates only.

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Appendix II.A

Table 4(c). Educational Status of the Families*.

Education	B.Sc. (n = 43)						M.Sc. (n = 43)						P.G. (n = 38)					
	Father In-Law No.	Percent	Mother In-Law No.	Percent	Husband No.	Percent	Father In-Law No.	Percent	Mother In-Law No.	Percent	Husband No.	Percent	Father In-Law No.	Percent	Mother In-Law No.	Percent	Husband No.	Percent
a. Illiterate, no formal education	-	-	3	6.98	-	-	-	-	3	6.98	-	-	-	-	3	7.89	-	-
b. Below S.S.C.	4	9.30	11	25.58	-	-	4	9.30	10	23.26	-	-	1	2.63	8	21.05	-	-
c. S.S.C., below graduation, high school	3	6.98	9	20.93	4	9.30	4	9.30	8	14.20	1	2.33	10	26.32	4	10.53	1	2.63
d. B.A./B.Sc./ B.ed/B.Com.	7	16.28	-	-	9	20.93	4	9.30	4	9.30	7	16.28	1	2.63	3	7.89	9	23.68
e. CA/BDS/MBBS/ BE/MBA/BALLB/ B.Sc.Bed/B.A/ Bed/LMP/DBM/ DOMS/Medicine	3	6.98	-	-	18	41.86	8	18.60	-	-	15	34.88	5	13.16	1	2.63	17	44.74
f. MA/ME/MSC/ MSW/MD/MS/ MALLB/MCH	1	2.33	-	-	8	18.60	4	9.30	3	6.98	13	30.23	4	10.53	1	2.63	10	26.32
g. Post Masters	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
h. Vernacular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2.63	-	-
i. Ph.D.	-	-	-	-	2	4.65	2	4.65	-	-	3	6.98	2	5.26	-	-	1	2.63
j. Graphic Designer	-	-	-	-	1	2.33	-	-	-	-	-	-	-	-	-	-	-	-
k. No response	25	58.14	20	46.51	1	2.33	17	39.53	15	34.88	4	9.30	15	39.47	17	44.74	-	-

*N.B.: This includes the families of the married graduates only.

Appendix II.A

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Table 4(d). Occupational Status of the Families*.

Occupation	B.Sc. (n = 43)						M.Sc. (n = 43)						P.G.(n = 38)					
	Father In-Law No.	Percent	Mother In-Law No.	Percent	Husband No.	Percent	Father In-Law No.	Percent	Mother In-Law No.	Percent	Husband No.	Percent	Father In-Law No.	Percent	Mother In-Law No.	Percent	Husband No.	Percent
a. Unskilled	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
b. Skilled	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2.63
c. Farming	1	2.33	-	-	-	-	5	11.63	1	2.33	1	2.33	1	2.63	-	-	-	-
d. Service(Clerks, Post-man, small business, teachers)	-	-	2	4.65	4	9.30	1	2.33	-	-	2	4.65	3	7.89	1	2.63	5	13.16
e. Defence services	-	-	-	-	3	6.98	-	-	-	-	4	9.30	1	2.63	-	-	1	2.63
f. Managerial/ Business	2	4.65	-	-	5	11.63	1	2.33	-	-	3	6.98	1	2.63	-	-	1	2.63
g. Professionals	-	-	-	-	14	32.56	4	9.30	1	2.33	18	41.86	4	10.53	-	-	14	36.84
h. Industrialists	1	2.33	-	-	1	2.33	-	-	-	-	-	-	-	-	-	-	-	-
i. Housewives	-	-	18	41.86	-	-	-	-	23	53.49	-	-	-	-	17	44.74	-	-
j. Retired	9	20.93	1	2.33	-	-	13	30.23	-	-	-	-	8	21.05	-	-	-	-
k. Service/Business	8	18.60	-	-	10	23.26	3	6.98	-	-	11	25.58	6	15.79	-	-	13	34.21
l. Self-employment, exhibitor	-	-	-	-	3	6.98	-	-	-	-	-	-	-	-	-	-	-	-
m. Musician	-	-	-	-	-	-	1	2.33	-	-	-	-	-	-	-	-	-	-
n. Student(MD)	-	-	-	-	1	2.33	-	-	-	-	-	-	-	-	-	-	1	2.63
o. Priest	-	-	-	-	-	-	1	2.33	-	-	-	-	-	-	-	-	-	-
p. No response	22	51.16	22	51.16	2	4.65	14	32.56	18	41.86	4	9.30	14	36.84	20	52.63	2	5.26

*N.B.: This includes the families of the married graduates only.

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Appendix II.A

Table 5. Further Degrees/Diplomas obtained.

Degrees/Diplomas	B.Sc.(n=47) Number	B.Sc.(n=47) Percent	M.Sc.(n=25) Number	M.Sc.(n=25) Percent	P.G.(n = 36) Number	P.G.(n = 36) Percent
I. Ph.D. Program						
a. Learning	1	2.13	2	8.00	-	-
b. Human Relations	-	-	1	4.00	1	2.78
c. Child Development	2	4.26	2	8.00	2	5.56
d. ICDS	-	-	1	4.00	1	2.78
e. C.D. & Pre-school Education	-	-	1	4.00	1	2.78
f. Educational Psychology	-	-	-	-	1	2.78
II. M.S.						
a. C.D. & Family Relations	-	-	2	8.00	2	5.56
III. DIPLOMAS						
a. Social Welfare Administration	-	-	1	4.00	1	2.78
b. P.G.Diploma in Nursery School	1	2.13	1	4.00	1	2.78
c. Diploma in Languages:						
French	-	-	1	4.00	1	2.78
German	-	-	1	4.00	1	2.78
Any other	1 (tailoring)	2.13	-	-	-	-
d. Audiology & Speech Therapy	2	4.26	-	-	-	-
e. Social Work	2	4.26	-	-	-	-
f. Learning Disabilities	1	2.13	-	-	-	-
g. L.L.B.	2	4.26	-	-	1	2.78
h. Industrial Relations and Personnel Management	2	4.26	-	-	2	5.56
i. Montessory	2	4.26	-	-	-	-
j. Office Management	-	-	1	4.00	1	2.78
k. Government Commercial Diploma	-	-	1	4.00	1	2.78
l. Beauty & Personality Care	-	-	1	4.00	1	2.78
m. Textile Designing	-	-	1	4.00	1	2.78
n. Computor Programing	-	-	1	4.00	1	2.78
o. Courses on Early Childhood Education	1	2.13	1	4.00	1	2.78
V. M.A./M.S.W.						
a. Child Psychology	-	-	1	4.00	1	2.78
b. English	-	-	-	-	-	-
c. Guidance & Counselling	-	-	-	-	-	-
d. Social Work	5	10.64	-	-	-	-
e. Special Education Course	1	2.13	-	-	-	-
f. M.ed. & Psychiatric S.W.	2	4.26	-	-	-	-
g. Family and Child Welfare	1	2.13	-	-	-	-

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Table 5 (contd..)

Degrees/Diplomas	B.Sc. (n=47) Number	B.Sc. (n=47) Percent	M.Sc. (n=25) Number	M.Sc. (n=25) Percent	P.G. (n=38) Number	P.G. (n=38) Percent
VI. M.Ed.						
a. Administration & Education	-	-	1	4.00	2	5.56
b. C.D./Early Childhood	-	-	1	4.00	1	2.78
c. Teacher Education	1	2.13	1	4.00	1	2.78
d. Comparative Education	-	-	1	4.00	1	2.78
e. Guidance and Counselling	-	-	1	4.00	1	2.78
f. Special Education/ School Administration	1	2.13	-	-	1	2.78
g. Subject not known	-	-	-	-	1	2.78
VII. B.Ed.						
a. English and Physical Science	2	4.26	1	4.00	3	8.33
b. English, History, Geography, Science	9	19.15	-	-	-	-
c. Guidance and Counselling	1	2.13	-	-	-	-
d. Any other	3	4.55	-	-	2 (Hindi and English)	5.56
VIII. B.Sc./B.A.						
a. Foods and Nutrition	-	-	-	-	1	2.78
b. Economics	-	-	-	-	-	-
c. Speech Therapy & Audiology	1	2.13	-	-	-	-
d. Music (Sitar)	1	2.13	-	-	-	-
IX.						
a. Puppetry	1	2.13	-	-	-	-
X. Any other						
a. Secretarial Course	2	4.26	-	-	-	-
b. Travel and Tourism	2	4.26	-	-	-	-
c. Interior Decoration	1	2.13	-	-	-	-

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Appendix II.A

Table 6. Status of Employment.

Status of Employment	B.Sc.(n=66) Number	B.Sc.(n=66) Percent	M.Sc.(n=71) Number	M.Sc.(n=71) Percent	P.G.(n=60) Number	P.G.(n=60) Percent
a. Employment	30	45.45	54	76.06	50	83.33
b. Unemployed	36	54.55	17	23.94	10	16.67

Table 7. Degree of Interest in Present Job

Degree of Interest	B.Sc.(n=30) Number	B.Sc.(n=30) Percent	M.Sc.(n=54) Number	M.Sc.(n=54) Percent	P.G.(n=50) Number	P.G.(n=50) Percent
a. Highly interested	16	53.33	22	40.74	27	54.00
b. Interested	13	43.33	29	53.70	17	34.00
c. Indifferent	-	-	2	3.70	3	6.00
d. Disinterested	-	-	1	1.85	1	2.00
e. Highly disinterested	-	-	-	-	-	-
f. No response	1	3.33	-	-	2	4.00

Table 8. Discontinuities During Period of Employment*

	B.Sc.(n=30) Number	B.Sc.(n=30) Percent	M.Sc.(n=54) Number	M.Sc.(n=54) Percent	P.G.(n=50) Number	P.G.(n=50) Percent
a. Yes	13	43.33	18	33.33	21	42.00
b. No	17	56.67	36	66.67	27	54.00
c. No response	-	-	-	-	2	4.00

*Only the employed are considered.

Table 9. Plans for changing the Present Job.

	B.Sc.(n=30) Number	B.Sc.(n=30) Percent	M.Sc.(n=54) Number	M.Sc.(n=54) Percent	P.G.(n=50) Number	P.G.(n=50) Percent
a. Yes	8	26.67	24	44.44	12	24.00
b. No	18	60.00	30	56.56	35	70.00
c. No response	1	3.33	-	-	3	6.00
d. Uncertain	3	10.00	-	-	-	-

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Appendix II,A

Table.10. Reasons for Discontinuities during Employment.

Reasons	B.Sc.(n=32) Number	B.Sc.(n=32) Percent	M.Sc.(n=55)* Number	M.Sc.(n=55)* Percent	P.G.(n=50) Number	P.G.(n=50) Percent
I. Nature of Job						
a. Little job satisfaction	2	6.25	5	9.09	1	2.00
b. Economic consideration	2	6.25	1	1.82	1	2.00
c. Working hours not appropriate	1	3.13	2	3.64	-	-
d. Work environment not satisfactory	-	-	3	5.45	1	2.00
e. Little scope for professional progress/for better prospects	4	12.50	4	7.27	4	8.00
f. No provision of research act	-	-	-	-	-	-
g. Temporary job	1	3.13	7	12.73	1	2.00
h. Work not related to training profession	-	-	-	-	-	-
i. Fear of stagnation	-	-	2	3.64	1	2.00
j. For completion of research project	-	-	-	-	-	-
k. Unavailability of job	-	-	2	3.64	-	-
l. Application of full knowledge not possible	-	-	1	1.82	1	2.00
m. Diminishing freedom in job	-	-	1	1.82	-	-
n. Loss of interest/motivation	-	-	1	1.82	-	-
o. Distance	1	3.13	-	-	-	-
p. Shifted to another research project	1	3.13	-	-	-	-
q. For research study	1	3.13	-	-	-	-
r. Would prefer E.C.E. section to nursery	1	3.13	-	-	-	-
s. Present experiences will not be useful	1	3.13	-	-	-	-
t. Would like to work in home science	-	-	1	1.82	--	-
u. Home science was not taught in college	-	-	1	1.82	-	-
v. Renewal of contract	-	-	-	-	2	4.00
w. Problems with Government abroad	-	-	-	-	1	2.00
II. Personal Problems						
a. Marriage/getting married	4	12.50	3	5.45	2	4.00
b. To start individual business	1	3.13	2	3.64	-	-
c. Transfer	2	6.25	4	7.27	4	8.00

*Since responses are , the percent total exceeds 100.
**The percent total at B.Sc. and M.Sc. level exceeds 100 since respondents have given more than one reason.

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Table 10 (contd..)

Reasons	B.Sc. (n=32) Number	B.Sc. (n=32) Percent	M.Sc. (n=55) Number	M.Sc. (n=55) Percent	P.G. (n=50) Number	P.G. (n=50) Percent
d. Young children to look after	2	6.25	2	3.64	1	2.00
e. Pregnancy	1	3.13	-	-	2	4.00
f. School is not upto level	1	3.13	-	-	-	-
g. Plans to go abroad	-	-	1	1.82	-	-
h. Husband needs convincing	-	-	1	1.82	-	-
i. To maintain status in society	-	-	-	-	3	6.00
j. To give good education to children and fulfil their desires	-	-	-	-	1	2.00
k. (Zambia) Did not get work permit	-	-	-	-	-	-
l. Interferes with other activities	-	-	-	-	1	2.00
m. Not order from another concern	-	-	-	-	-	-
n. Interest towards philosophy	-	-	1	1.82	-	-
III. Further Education	-	-	7	12.73	6	12.00
a. Civil service college	1	3.13	-	-	-	-
b. B.Ed.	1	3.13	-	-	-	-
c. M.Sc.	1	3.13	-	-	-	-
d. Ph.D.	-	-	1	1.82	-	-
e. Specialization	-	-	-	-	-	-
f. On Ph.D. completion looking about for a job	-	-	1	1.82	-	-
g. Qualifying test	3	9.38	-	-	-	-
IV. Health Problems	-	-	1	1.82	1	2.00
V. Would like to take voluntary work	-	-	1	1.82	-	-
VI. No response	-	-	-	-	16	32.00

Appendix II.A

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Table 11. Reasons for not Taking up a Job.

Reasons	B.Sc.(n=64) Number	B.Sc.(n=64) Percent	M.Sc.(n=30) Number	M.Sc.(n=30) Percent	P.G.(n=22) Number	P.G.(n=22) Percent
I. Marriage/getting married	-	-	2	6.67	1	4.55
II. Pregnancy/children						
a. Plans to start a family	1	1.56	-	-	-	-
b. Pregnancy	1	1.56	1	3.33	1	4.55
c. Children very young	8	12.50	6	20.00	3	13.64
d. No servants/ayahs available	1	1.56	1	3.33	-	-
e. Does not like to work till children are old enough	1	1.56	3	10.00	-	-
f. Nobody at home to look after children	-	-	1	3.33	-	-
III. Nature of Job						
a. Job requires a lot of touring (inconvenient because of children)	-	-	1	3.33	-	-
b. Lack of opportunities	3	3.13	-	-	2	9.09
c. Suitable job not available	1	1.56	-	-	1	4.55
d. Temporary job	2	3.13	-	-	-	-
e. Distance	1	1.56	1	3.33	-	-
f. Working hours unsuitable	1	1.56	4	13.33	2	9.09
g. Training as a teacher needed updating	1	1.56	-	-	-	-
h. Qualifications not suited	1	1.56	-	-	1	4.55
IV. Further Education						
a. Ph.D.	1	1.56	1	3.33	-	-
b. M.Sc./M.Ed.	2	3.13	-	-	1	4.55
c. Any other	3	4.69	2	6.67	-	-
V. Monetary Reasons						
a. Low pay	1	1.56	1	3.33	-	-
b. Any other	-	-	-	-	-	-
VI. Personal Problems						
a. No time	3	4.69	-	-	-	-
b. Household responsibilities	7	10.94	1	3.33	1	4.55
c. Restrictions from parents/family/husband/in-laws	6	9.38	1	3.33	1	4.55
d. Transfer	5	7.81	2	6.67	1	4.55
e. Health problems (either self or others in family)	-	-	-	-	-	-

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Table 11 (contd..)

Reasons	B.Sc. (n=64) Number	B.Sc. (n=64) Percent	M.Sc. (n=30) Number	M.Sc. (n=30) Percent	P.G. (n=22) Number	P.G. (n=22) Percent
f. Not interested in working	1	1.56	1	3.33	-	-
g. Parental responsibility	1	1.56	1	3.33	1	4.55
h. Looking after husband's business	1	1.56	-	-	-	-
i. Not needed to support family	2	3.13	-	-	1	4.55
j. Running batik classes	1	1.56	-	-	-	-
k. Migration from India to USA	2	3.13	-	-	-	-
l. Learning sitar/other activities	1	1.56	-	-	-	-
m. Out of station for some time	1	1.56	-	-	-	-
n. Come back from USA to India	2	3.13	-	-	-	-
o. Elder son's chronic illness	1	1.56	-	-	-	-
p. Laziness	1	1.56	-	-	-	-
q. Family reasons	1	1.56	-	-	1	4.55
r. Husband has come for sometime	-	-	-	-	1	4.55

*N.B.: The percent total exceeds 100 since respondents have given more than one reason.

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APPENDIX II.B

JOBS HELD BY CHILD DEVELOPMENT GRADUATES

DATA SOURCES	:	ALUMNI (Sch.I and II)
	:	EXPERTS
	:	EMPLOYERS
	:	HEAD OF DEPARTMENTS (C.D.)
Table 1	:	Nature of Jobs held by Child Development Graduates (Schedule I).
Table 2	:	Jobs held by Child Development Graduates (Schedule II).
Table 3	:	Jobs held by Child Development Workers (Expert's interviews).
Table 4	:	Jobs held by Child Development Workers (Employer's interviews/questionnaires).
Table 5	:	Alumni Information from other University Departments.

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Appendix II.B

Data Source : Alumni Schedule I

Table 1. Nature of Jobs Held*.

Designation	B.Sc.(n=54) Number	B.Sc.(n=54) Percent	M.Sc.(n=106 Number	M.Sc.(n=106 Percent	P.G.(n=67) Number	P.G.(n=67) Percent
I. Administrators						
a. Head of Departments	-	-	2	1.89	-	-
b. Assistant Director	1	1.85	-	-	-	-
c. Social Education Organiser	-	-	1	0.94	-	-
d. Education Co-ordinators	-	-	1	0.94	-	-
e. Headmistress/Principals	2	3.70	4	3.77	2	2.99
f. Superintendents	-	-	1	0.94	-	-
g. Head Start Ed.Co-ordinators	-	-	1	0.94	-	-
h. Day care Ed.Co-ordinator	-	-	1	0.94	-	-
i. Head Start Directors	-	-	1	0.94	-	-
II. Clinical/Welfare Work						
a. Project officers (ICCWS, Program Officers, Technical Officers, Child Welfare Officers, ICDS supervisors), Personnel Officer.	1	1.85	5	4.72	1	1.49
b. District women's welfare officers	1	1.85	1	0.94	-	-
c. Supervisor of child guidance centres	1	1.85	-	-	-	-
d. Social workers	8	14.81	-	-	-	-
e. Speech Therapist-Audiologist	1	1.85	-	-	-	-
f. Sr. C.D. specialist	-	-	1	0.94	-	-
g. C.D. specialists	1	1.85	1	0.94	-	-
h. Sr. Unit workers	-	-	-	-	-	-
i. Psychologist	-	-	1	0.94	-	-
j. Child life worker	1	1.85	-	-	-	-
III. University Teachers						
a. Professors	-	-	-	-	-	-
b. Readers/Associate Professors	-	-	5	4.72	-	-
c. Asst.Prof./Lecturers	1	1.85	30	28.30	2	2.99
d. Asst.Lecturers/Demonstrators/ Teaching assistants/ Instructors	-	-	21	19.81	-	-
IV. Researchers						
a. Sr.Program Associates, Researchers, Asst./Associates, Field Assts. Graduate Assts.	-	-	14	13.21	3	4.48

*The percent total exceeds 100 since respondents have given more than one response.

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Table 1 (contd..)

Designation	B.Sc.(n=54) Number	B.Sc.(n=54) Percent	M.Sc(n=106) Number	M.Sc(n=106) Percent	P.G. (n=67) Number	P.G. (n=67) Percent
V. School Staff						
a. Primary/elementary teachers	5	9.26	1	0.94	-	-
b. Nursery/K.G.teachers	10	18.52	9	8.49	15	22.39
c. Play group supervisors	-	-	-	-	1	1.49
d. Camp counsellors	1	1.85	-	-	-	-
e. School Asst.	-	-	1	0.94	-	-
f. Special Education teachers	1	1.85	3	2.83	-	-
g.. Tutors	-	-	1	0.94	-	-
h. Day care teachers	-	-	-	-	-	-
i. Reading teachers	1	1.85	-	-	-	-
j. Asst.Teachers	2	3.70	1	0.94	13	19.40
k. Secondary school teachers	3	5.56	-	-	-	-
l. Teachers	7	12.96	3	2.83	20	29.85
m. Correspondents (in school)	1	1.85	-	-	-	-
n. Asst.House-craft mistress	-	-	1	0.94	-	--
o. Pre-school instructors	-	-	-	-	3	4.48
p. Supervisors/Asst.Supervisors	1	1.85	-	-	2	2.99
q. Trainee in Sp.Education	-	-	-	-	1	1.49
IV. Any other						
a. Civil Service	1	1.85	-	-	-	-
b. Quality Control Inspector	1	1.85	-	-	-	-
c. Asst.Insurance Underwriter	1	1.85	-	-	-	-
d. House-wife	1	1.85	-	-	-	-
e. Cashier	-	-	-	-	1	1.49
f. Sales Asst.	-	-	-	-	1	1.49
g. Key-punch operator	-	-	-	-	1	1.49
h. Indian classical dance teacher	-	-	1	0.94	-	-
i. Writer	-	-	1	0.94	-	-
f. Nutritionist	-	-	1	0.94	-	-

Appendix II,B

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Data Source : Alumni Schedule II

Table 2. Jobs held by child development graduates

TEACHING

I. At University Level

a. P.G.Teachers, Professors, Associate Professors, Readers.

b. Asst.Professors, Lecturers, Asst.Lecturers, Training Instructors, C.D. Specialists (Teaching), Teachers in Social Work, Visiting Lecturers, Teaching Assts.

c. Administrators: Heads of the Department, Education Co-ordinators, Superintendents.

II. At School Level

Teaching

a. Secondary school teachers, Asst.Secondary School Teachers.

b. Primary teachers, Asst.Primary Teachers.

c. Nursery teachers, Pre-school teachers, Day-care Heads, Laboratory nursery teachers, Asst. K.G. teachers.

d. Administrators: Principals, Head-mistresses, Instructors, Teachers-in-charge, Correspondents, K.G. Supervisors.

III. OFFICERS

Technical officers, Project officers, Welfare officers, Officers-in-charge, Clerical officers, Executive officers (trainees), Program organizer.

IV. RESEARCH

a. Senior Research officers, Directors, Project Directors, Scientist (II).

b. Research Assistants/Associates, Research Workers.

c. Field Assistants.

V. NUTRITIONISTS

VI. SPECIAL EDUCATION TEACHERS

a. Emotionally Disturbed Children.

b. Mentally Retarded Children.

VII. SOCIAL WORKERS

a. Medical and Psychiatric Social Workers.

b. Voluntary Social Workers.

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Appendix II.B

Data Source : Experts' Interviews

Table 3. Nature of Jobs held by Child Development Workers.

		f (n = 41)
A.	At University level as	
	1. Lecturers	10
	2. Training Instructors	4
B.	At School level as	
	1. School Teachers (primary and secondary)	6
	2. Pre-school teachers, nursery teachers, balwadi workers.	4
C.	In Hospitals as	
	1. Counsellors, psychologists	4
D.	As Welfare Workers in	
	I. National/International Agencies such as	
	1. ICSSR, ICCW, NIPCCD, ICDS, UNICEF	6
	II. As Welfare Workers	
	1. In rural/tribal/slum areas	3
	2. In doing general work/voluntary work	2
	3. In adult education programs	1
	4. In creches	1
	5. As project officers	1
E.	As Researchers in	
	1. Research departments	5
F.	At Administrative level	
	1. As supervisors/administrators with different agencies	4
G.	Other Areas	
	1. In T.V. film production	5
	2. As editors	1
	3. As counsellors	1

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Appendix II.B

Data Source : Employers

Table 4. Jobs held by Child Development Workers.

Sr. No.	Name of the Institution	Posts held by Child Development Workers	Qualifications
1.	Sri Venkateswara University College of Arts and Science, Tirupati 517 502 (A.P.)	Reader, Lecturer, Nursery School Teachers	M.Sc. in C.D.; B.A.; B.ed.; M.A.; B.Sc. B.ed.; DMP (Clinical Psychology), Ph.D. (Psychology); S.S.L.C.
2.	Tata School of Social Sciences, P.B.3313, Deonar, Bombay 400 088.	Research Assistant	M.Sc. in C.D.
3.	Centre of Educational Technology, Aurobindo Ashram, Aurobindo Marg, New Delhi.	Project Officer	M.Sc. in Education Extension
4.	Zenith High School, Pratap Nagar, Dabhoi Road, Baroda.	Supervisors, Assistant Teachers	C.D.Diploma in Home Science, Government Certified Course.
5.	Jeevan Sadhna, Navi Dharti, Near Karelibaug Police Station, Baroda.	Pre-Primary teachers	P.G.Diploma in C.D., U.G.Diploma in C.D.
6.	Jeevan Mangala School, Dan[illegible] Bazar, Baroda.	Assistant K.G. Teacher	B.Sc.(Home) with C.D. Major
7.	Sri Khushalchand Kanya Vidyalaya, Near Sursagar, Baroda.	Assistant K.G. Teacher.	P.G.Diploma in C.D.
8.	Sabari Vidyalaya, Ramson Colony, Subhanpura, Baroda 7.	Assistant Pre-Primary	P.G.Diploma in C.D.
9.	Princess Esin Women's Educational Centre, Purani Haveli, Hyderabad 500 002 (A.P.)	Deputy Director, Lecturers, Nursery School Teachers.	Ph.D. (Education), M.Sc.(C.D.), P.G. Diploma in Dietetics, Dip. in Pre-School Education.
10.	All India Institute of Medical Sciences, New Delhi 110 029.	No C.D. workers have been employed, but responses are based on experiences with C.D. workers working in other departments/institutions.	

N.B.: The following Institutions do not feel the need to employ Child Development workers in the near future: (1) Indian Institute of Management, Ahmedabad, (2) Indian Institute of Mass Communication, D.13 Ring Road, South Extension Part II, New Delhi, (3) Sangivani Society for Mental Health, H-Block North, Defense Colony, Shopping Centre, Jungpura Side, New Delhi.

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Appendix II.B

Data Source : Heads of Departments

Table 5. Alumni Information from other University Departments.

I. Name of the institutes offering a child development program and year of initiating the same.

Name	Program	Year of Instituting
1. College of Home Science A.A.U, Parbhani.	Offering a B.Sc. program	
2. S.V. University College, Tirupathi	Offering programs in M.Sc. P.G.Diploma	1964 1967
3. S.N.D.T.College, Pune	Program in B.Sc.	1974
4. G.P.B.U.A. and T. Pantnagar	Offering a program in B.Sc.	1971
5. College of Home Science, H.A.U., Hissar	Offering a program in M.Sc.	1980
6. College of Rural Home Science, Dharwad	Offering a program in M.Sc.	1977
7. S.I.E.T.Women's College, Madras.	B.Sc. M.Sc.	1950 1973-74
8. S.V.T.College, Juhu, Bombay.	B.Sc. M.Sc. Ph.D.	1963 1964 1968
9. Lady Irwin College, New Delhi.		

II. Various types of jobs held by these child development workers: Nursery Teachers, Laboratory Assistants, Special Education Teachers, Hospital Workers, Demonstrators, College Teachers, Welfare Workers, School Teachers, Lecturers in Training Centres Social Workers, Data-processing, Computers, Journalists, Clerks, Research Associates, Costume Designers, Receptionists, Self-employment Projects, Project Officers, Supervisors, Instructresses for Anganwadi Workers, Child Development program officers, Principals, Pre-primary Instructors, Dietetics, Therapists, Counsellors, Specialists, Working in Banks.

III. International Agencies employing these graduates: UNICEF.

IV. National Agencies employing these graduates:
SITE, ICCW, ICAR, State and Central Government Agencies, NIPCCD, NCERT, Mobile Creches, All India Radio, TV (Delhi).

V. University Departments or Private Colleges employing these graduates.

1. Government Colleges offering Home Science in A.P.
2. Agricultural Universities in A.P., Maharashtra, Ludhiana, Pantnagar, Udaipur, Assam.

Table 5. (contd..)

3. S.N.D.T. Colleges in Pune.
4. Universities of Agra and Madras.
5. Home Science College, Bangalore,; Queen Mary's College Madras; Nirmala Niketan College of Home Science, Bombay.
6. Mahila Mahavidyalaya, Aurangabad.

VI. Self-employment projects pursued by these graduates:

1. Advertising agency.
2. Nursery Schools, Play Centres.
3. Garment-making.
4. Toy-manufacturing.
5. TV and Documentary film making.

VII. Changes anticipated by these institutes in kinds of jobs held by the Alumni at present:

College of Rural Home Science, Dharwad plans to start a women and child welfare department and voluntary agencies for rural development.

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APPENDIX II.C

JOB PROSPECTS OF CHILD DEVELOPMENT GRADUATES

DATA SOURCE : EXPERTS

: EMPLOYERS

Table 1 : Areas where Child Development Workers can be effective (Expert's Views)

Table 2 : Posts open to Child Development Workers (Employer's Opinions)

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Appendix II.C

Data Source : Expert's Interviews

Table 1. Areas where qualified Child Development Workers (Graduates' can be effective (n = 41)

A.	As trainers of	
	1. Para-professionals/Bais.	9
	2. Local field workers.	2
	3. Teachers.	1
	4. Villagers.	1
B.	In hospitals	
	1. With the handicapped.	4
	2. With chronically ill patients.	2
	3. In pre-natal care clinics/well baby clinics.	2
	4. In preventive work.	2
	5. In pediatric wards.	2
	6. In mental health clinics with therapists.	2
	7. With exceptional children.	1
	8. In children's wards.	1
	9. In public health services.	1
	10. As a co-ordinator between doctor and patients.	1
	11. As clinical psychologists.	1
	12. As speech therapists.	1
	13. Involved in doing general work.	1
C.	As consultants	
	1. In toy industries.	3
	2. In T.V. programs/media.	3
	3. To engineers/architects.	3
	4. In schools (to parents)	1
	5. In industries.	1
D.	As counsellors	
	1. In public schools/municipal schools.	3
	2. In family welfare programs.	3
	3. In child welfare programs.	2
	4. Doing general counselling.	2
	5. In hospitals.	1
	6. In foster homes.	1
	7. To emotionally disturbed adolescents.	1
	8. To newly married couples.	

Table 1 (contd..)

		f (n = 38)
E.	As administrators/supervisors	
	1. Of various programs.	3
	2. Involved in overall administration.	2
	3. With the Planning Commission	1
	4. With the different advisory boards.	1
	5. Of Balbhavan, balwadis etc.	1
F.	In educational/recreational and institutional settings	
	1. In hobby centres, child recreation programs, toy libraries, creches, day-care centres.	6
	2. As hostel wardens in public schools/ residential institutes.	3
	3. As education co-ordinators.	1
	4. In juvenile courts.	1
	5. In vacation programs/non-formal education programs with school drop-outs.	1
G.	In welfare settings	
	1. As child welfare officers, probation officers, training officers and education officers at district and block levels.	6
	2. In extension work in rural and tribal areas.	1
	3. In developing welfare programs.	1
H.	Other areas	
	1. As researchers.	5
	2. As initiators of small programs.	4
	3. As nutritionists.	1
	4. As leaders.	1
	5. As teachers in mental clinics.	1
	6. As authors/writers in developing Indian literature.	1
I.	Self-employment	
	1. Start nursery schools.	2
	2. Start own clinics.	1
	3. Start workshops on languages, creative drama, etc.	1

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Appendix II.C

Data Source : Employers

Table 2. Posts where Child Development Workers can be Employed in the Institutes.

Sr. No.	Post	Minimum Qualifications Required	Specific Experience/Competencies Required
1.	Laboratory Nursery School Teachers	B.Sc.(in C.D.), B.ed.	Experience in nursery school teaching and dealing with parents.
2.	Assistant in Child Guidance Clinic	M.Sc. in C.D.	Experience in dealing with parent groups.
3.	Supervisor in Creche	M.Sc. in C.D.	Experience in dealing with parents and infants and children.
4.	Investigator	Graduate	Skills to observe and interview children and communication skills. Background in research methodology.
5.	Reader	Ph.D.	Field and research experience.
6.	Producer for Radio/T.V./ Films for children	Main qualification in area of production.	Knowledge about child psychology and education.
7.	Community Worker	S.S.C., C.D.	Some knowledge about the surrounding, community.
8.	Working with exceptional Children.	Specialization in this field necessary.	
9.	Pre-school Teachers	--	Capacity to relate with children & interest in children.
10.	Supervisors/School Inspectors.	--	Upto date theoritical and practical knowledge of Early Childhood Education and Principles of Child Development. Knowledge of administrative and supervisory skills and activities. Capacity to relate effectively with teachers.
11.	Teacher Educators	--	Knowledge about ECE and Principles of Child Development. Knowledge of Teaching and evaluation methods. Skills in communicating with students.

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Table 2 (contd..)

Sr. No.	Post	Minimum Qualifications Required	Specific Experience/Competencies Required
12.	Editors of Children's Books, Librarians in Children's Library, Curator.	A graduate in C.D. with other necessary qualification.	Depends on the particular field.
13.	Supervisor, Apprenticeship Program for Handicrafts for Child Education.	Bachelors' Degree/ Diploma with concentration in Child Education/ Fine Arts/ Applied Arts.	Supervising experience in Handicrafts Training.

131

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APPENDIX II.D

SATISFACTIONS AND DIS-SATISFACTIONS WITH CHILD DEVELOPMENT WORKER'S TRAINING

DATA SOURCE : EXPERTS

: EMPLOYERS

Table 1. Satisfactions and Dis-satisfactions with Child Development Worker's Training (Employers)

Table 2. Reasons why Employers/Agencies prefer Social Workers (Experts)

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Appendix II.D

Data Source : Employers

Table 1. Satisfactions and Dis-satisfactions with C.D. Worker's Training.

Satisfied with	Dis-satisfied with
1. Child Development workers are familiar with the development of children as well as theories of Child Development.	1. Child Development workers lack the awareness of effective communication. As a result, students have poor comprehension and low motivation.
2. Child Development Workers are moulded to work with the system of the institute where they are working	2. Lack of supervisory and administrative skills.
3. Child Development Workers are keen to know the child and work for his all-round development.	3. Lack of a proper approach in working with parents from different socio-economic background.
4. Child Development Workers have analytical perspective.	4. Child Development Workers have little idea about the physical and financial limitations of the school.
5. Child Development Workers are good at teaching action songs to children.	5. Child Development Workers lack practical experience and training.
6. Child Development Workers are able to establish rapport with children.	6. Child Development Workers cannot handle too many children at a time.
7. Child Development Workers are clear in concepts and undertake work in a neat manner.	7. They do not always have a favorable attitude towards children.
	8. Child Development Workers lack the ability to adapt theoritical knowledge and skills learnt to practical work situations (i.e. no integration of theory with practice).
	9. Child Development workers lack the ability to think independantly/plan programs independently carry out professional correspondence independently.
	10. Child Development Workers are unable to provide effective counselling to students/parents on academic/personal matters.
	11. Child Development Workers often use psycho-metric tests without proper training and research sophistication in test construction, administration and interpretation of psychological tests.

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Appendix II.D

Data Source : Experts

Table 2. Reasons why Employers/Agencies prefer to appoint Social Workers rather than Child Development Workers (n = 41).

A. Practical Training

Social workers are generally preferred to child development workers because of their:

1. Greater exposure to the field.	9
2. Integrated approach to work.	1
3. Familiarity with the target-group.	1
4. Reality-based programs.	1
5. Deep insight into various problems.	1

B. Skills/Abilities

Social workers are generally preferred to child development workers because of their:

1. Ability to handle any project independently.	5
2. Ability to handle any situation/group with ease.	3
3. Ability to reach out to people.	2
4. Ability to view the child in his total environment.	2
5. Ability to establish rapport with people.	1
6. Ability to work with lower strata of society.	1
7. Skills in management and administration.	2
8. Skills in supervision.	2
9. Skills in organization.	1
10. Skills in observation.	1
11. Skills in communication.	1
12. Skills in mobilization of resources.	1

C. Knowledge

Social workers are generally preferred to child development workers because in terms of knowledge content they:

1. Know about the existing resources.	2
2. Know about the existing legislations in the country.	1
3. Are well-versed with the milieu of the slum children	1
4. Are aware of the functioning of other welfare agencies related to their field.	1

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Table 2 (contd..)

D. Attitudes

Social workers are generally preferred to child development workers because they:

1. Are professionally serious.	3
2. Are sensitive to the needs of the people.	2
3. Are approachable.	1
4. Are even willing to work in rural areas.	2
5. Are adaptable and innovative.	1
6. Have positive attitudes and a work-oriented approach.	1

E. Other reasons why social workers are generally preferred to child development workers:

1. The social work institute itself is affiliated to other agencies.	4

Note: Only one respondent opined that he does not prefer social workers because they have a rather patronizing attitude and are not inquiry-oriented.

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APPENDIX II.E

KNOWLEDGE, ABILITIES, SKILLS AND PERSONAL QUALITIES CONSIDERED IMPORTANT BY VARIOUS CATEGORY OF CHILD DEVELOPMENT WORKERS

DATA SOURCE : ALUMNI (SCHEDULE II)

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APPENDIX II.E

DATA SOURCE : ALUMNI (SCHEDULE II)

Table 1. Knowledge, Abilities, Skills, and Personal Qualities considered important by various category of C.D.Workers.

	A.Uni. Tea & Adm. N=43 V.I.	B.Sch. Tea & Adm. N=81 V.I.	C.Res-earch-ers N=18 V.I.	D.Soc. W./ Wel. W. N=16 V.I.	E.Spe. Edu. Tea. N=3 V.I.	Total N=161 V.I.
I. KNOWLEDGE OF						
A. Human Relations and Behaviour:						
1. General Psychology	30	50	11	9	3	103
2. Physical growth and development	34	49	5	10	3	101
3. Environmental factors affecting development	35	55	8	10	3	111
4. Characteristics of various age groups	32	58	12	10	2	114
5. Individual differences	35	50	11	9	3	108
6. Current trends and development in the field.	28	31	15	6	3	83
7. Family systems.	12	23	9	5	2	51
8. Family in Society.	16	24	10	6	3	59
9. Sociology of Child Development.	18	31	7	5	3	64
10. Parent and Community Education.	30	47	10	13	3	103
11. Methods and Techniques of Community participation and education.	21	35	9	13	3	81
B. Educational Approaches:						
1. Early Childhood Education.	33	55	4	7	2	101
2. Special Education.	16	28	7	6	3	60
C. Agencies/Services in the Field:						
1. Child and family welfare.	25	24	7	10	2	68
2. Goals, objectives and set-up of institution where employed.	28	50	11	14	3	106
3. Other organizations that the institute works in co-ordination with.	20	21	9	8	3	61
4. Referral services available in the city and their objectives and functioning.	16	13	9	12	2	52
5. Resource persons and materials in the field.	28	35	12	11	3	89

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Table 1 (contd..)

	A.Uni. Tea. and Adm. N=43 V.I.	B.Sch. Tea. and Adm. N=81 V.I.	C.Res-earch-ers N=18 V.I.	D.Soc. W/ Wel. W. N=16 V.I.	E.Spe. Edu. Tea. N=3 V.I.	Total N=161 V.I.
6. Agencies that sponsor field action and research program.	15	11	11	8	2	47
7. Information disseminating services in the field.	19	10	11	11	2	53
D. Research:						
1. Research methods.	21	14	16	5	1	57
2. Statistics.	12	5	9	4	2	32
3. Eminent researchers and their contribution in the field.	21	17	12	7	-	57
4. Journals and magazines in the field.	30	27	13	6	1	77
5. Required styles and format for different publications	14	7	8	2	-	31
E. Case-work Techniques:						
1. Individual approach.	26	53	4	11	3	97
2. Group work.	26	47	6	9	3	91
3. Guiding and counselling.	28	43	3	13	2	89
F. General						
1. Regional languages.	22	48	10	8	3	91
2. Characteristics of target groups.	29	34	14	13	3	93
II.ABILITIES FOR						
A. Cognitive Competence:						
1. Long range vision.	32	45	12	9	-	98
2. Clarity of thought.	43	72	14	11	3	143
3. Creative thinking.	38	76	11	10	3	138
4. Proper perspective.	40	58	11	11	3	123
5. Consistence and continuity of thought.	42	61	13	10	3	129
6. Integrate information.	41	46	16	10	3	116
7. Interpret information.	40	50	16	10	3	119
8. Utilize necessary information.	40	51	15	11	3	120
B. Social Competence						
a. With groups						
1. Put across an idea lucidly.	37	46	13	14	3	113
2. Arouse interest and motivation of a group.	41	60	10	13	3	127
3. Maintain involvement and co-operation of groups.	36	60	10	13	3	122

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Table 1 (contd..)

	A.Uni. Tea. and Adm. N=43 V.I.	B.Sch. Tea. and Adm. N=81 V.I.	C.Research-ers N=18 V.I.	D.Soc. W/ Wel. W. N=16 V.I.	E.Spe. Edu. Tea. N= 3 V.I.	Total N=161 V.I.
4. Understands one's role in a group.	32	54	9	11	3	109
5. Initiate discussion.	37	45	5	11	3	101
6. Work in co-ordination with others.	36	62	12	11	3	124
7. Maintain a healthy working climate.	37	69	12	14	3	135
8. Exercise control without threat.	36	51	6	11	3	107
9. Maintain attitude of learning and discovery.	39	52	8	11	3	113
b. Working with individuals:						
1. Build up morale of:						
i. Self.	40	63	7	15	3	128
ii. Others.	37	51	7	13	3	111
2. Identify assets and limitations of individuals.	32	49	7	13	3	104
3. Help individual realize his/her assets.	33	49	5	12	3	102
4. Assign tasks and responsibilities according to abilities and interests.	35	51	5	12	3	106
5. Identify needs and interests of target groups.	36	51	6	12	3	108
6. Plan and set appropriate objectives.	35	55	8	12	3	113
7. Provide guidance and counselling.	30	46	3	11	2	92
C. Effective Contacts						
1. Maintain liasion with other institutes and important persons.	21	23	12	11	2	69
2. Coordinate between community & institute where employed.	17	34	8	12	1	72
3. Tap financial and administrative resources.	12	25	6	8		51
D. Job Demands & Performance						
1. Solve problematic situations individually.	24	40	8	5	3	80
2. Handle emergencies.	27	48	8	18	3	94
3. Maintain and promote professional ethics.	34	58	10	11	3	116
4. Maintain records: progress reports, data sheets.	27	57	16	14	3	117

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Table 1 (cont'd..)

	A.Uni. Tea. and Adm. N=43 V.I.	B.Sch. Tea. and Adm. N=81 V.I.	C.Research-ers N=18 V.I.	D.Soc. W/ Wel. W. N=16 V.I.	E.Spe. Edu. Tea. N=3 V.I.	Total N=161 V.I.
III. SKILL IN--						
A. Working with others:						
1. Promoting curiosity, questioning and exploration attitudes.	30	45	6	11	3	95
2. Encouraging.	36	60	6	14	3	119
3. Holding a group together.	28	50	6	14	3	101
4. Providing a variety of experience to a group.	33	56	5	11	3	108
5. Interviewing.	15	23	14	11	3	66
6. Psychological testing.	6	21	2	6	1	36
7. Building a rapport.	33	51	14	15	3	116
8. Guiding and counselling.	25	38	3	11	3	80
9. Alert observation.	29	59	16	9	3	116
10. Getting along/relating well with:						
i. Children.	27	73	13	12	3	128
ii. Adults.	38	44	14	14	3	113
iii. Professional contacts.	27	40	11	12	3	93
iv. Colleagues.	37	57	17	14	3	128
v. Management.	29	45	12	13	3	102
B. Communication						
1. Adaptation of communication techniques according to various groups.	26	43	10	7	3	89
2. Convincing people.	21	40	12	12	3	88
3. Using language correctly and efficiently	35	66	13	13	3	130
4. Preparing and using audio-visual aids:						
i. Mechanical.	7	24	1	5	3	40
ii. Creative skills.	12	53	3	5	3	76
5. Using moderate and clear voice with effective modulation.	37	63	6	12	3	121
C. Job Performance:						
1. Systematic organization, recording and filing.	33	55	15	12	3	118
2. Lucid, effective writing skills.	25	40	14	14	3	96
3. Good handwriting.	9	49	4	8	3	73
4. Efficiency and a sense of neatness.	34	61	9	13	3	120

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Table 1 (contd..)

	A.Uni. Tea. and Adm. N=43 V.I.	B.Sch. Tea. and Adm. N=81 V.I.	C.Research-ers N=18 V.I.	D.Soc. W/ Wel. W. N=16 V.I.	E.Spe. Edu. Tea. N=3 V.I.	Total N=161 V.I.
IV. PERSONAL QUALITIES						
1. Open mindedness to ideas and people.	39	59	14	16	3	131
2. Alertness.	38	72	16	14	3	143
3. Imagination.	34	58	9	13	3	117
4. Intelligence.	37	64	17	15	3	136
5. Flexibility.	31	69	14	15	3	132
6. Perceptibility.	33	45	12	13	3	106
7. Perseverance.	29	40	10	14	3	96
8. Enterprising.	23	33	8	9	3	76
9. Creativity.	27	62	8	11	3	111
10. Sharp memory.	23	52	10	14	3	102
11. Curiosity.	25	41	11	10	3	90
12. Diligence.	30	43	12	11	3	99
13. Objectivity.	40	53	16	15	3	127
14. Sensitivity.	30	49	13	12	3	107
15. Empathy.	21	39	8	9	3	80
16. Tolerance and patience.	33	70	15	15	3	136
17. Acceptability.	33	58	15	14	3	123
18. Understanding.	38	67	15	13	3	136
19. Emotional tolerance and maturity.	40	70	16	12	3	141
20. Confidentiality.	33	57	13	13	3	119
21. Integrity.	36	57	14	16	3	126
22. Confidence.	40	71	15	14	3	143
23. Sincerity.	39	68	15	16	3	141
24. Sociability.	25	49	9	11	3	97
25. Involvement and interest.	36	64	17	15	3	135
26. Sense of responsibility.	37	73	17	15	3	145
27. Tact.	24	47	14	13	3	101
28. Responsiveness-emotionally and otherwise.	29	46	7	11	3	96
29. Self-assertive.	19	45	8	11	3	86
30. Hummour.	20	43	7	8	3	81
31. Leadership.	22	36	9	9	3	79
32. Initiative.	33	53	13	13	3	115
33. Efficiency.	39	65	17	13	3	137
34. Approachability.	37	62	11	15	3	128
35. Sense of professional ethics	40	57	14	13	3	127
36. Committment.	36	44	15	16	3	114
37. Analytical thinking.	29	54	15	13	3	114

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Appendix II.F

Data Source : Expert's Opinions

Table 1. Need for Para-professionals in Child Development (n = 41).

A.	Who could be our para-professionals	
	1. Local bais/dais/ayahs.	6
	2. Anyone with a school leaving certificate.	4
	3. Local mothers/women/teachers/elderly women.	5
	4. Rural women/girls.	4
	5. Anyone with the willingness to work.	4
	6. Anganwadi workers.	3
	7. School drop-outs.	2
	8. Nurses.	1
	(Other responses included qualified persons and those already working).	3
B.	Where these para-professionals could extend their services.	
	1. In nurseries/balwadis.	7
	2. In day-care centres.	4
	3. In mobile creches.	4
	4. As baby-sitters/bais/dais.	3
	5. Depends where they are required.	3
	6. In rural/urban areas as health and nutrition workers.	2
	7. In various social welfare agencies.	2
	8. In play centres.	2
	9. In pediatric wards.	1
	10. In foster homes.	1
	11. In hospitals (doing general work).	1
	12. In schools.	1
	13. As teacher-aids.	1
	14. In community settings.	1
	15. In children's camps (rural).	1

Table 1 (contd..)

C. What competencies (knowledge, skills, personal qualities) could be expected of para-professionals in child development to fulfill their job-demands.

I. In terms of knowledge, they must be equipped with-

1. Knowledge about health/hygiene.	6
2. Knowledge about ways in handling different groups of children.	4
3. Knowledge about nursing.	2
4. Knowledge about making different teaching aids.	2
5. Knowledge about human relations, group dynamics	1

(All in all, they need to have general knowledge about their particular field of interest).

II. In terms of skills/abilities, they must have-

1. Skills in organizing different programs independently.	5
2. Skills in handling children.	3
3. Skills in preparing audio-visual aids/ teaching and learning aids.	2
4. Skills in identifying various problems.	1
5. Ability to build rapport with people.	1
6. Ability in doing liaison work.	1

III. In terms of personal qualities the para-professionals must:

1. Have the willingness to work.	1
2. Be sensitive to the needs of the people.	1
3. Love children.	1

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APPENDIX II.G

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LIST OF COMPETENCIES REQUIRED IN CHILD DEVELOPMENT WORKERS
(From D'Silva, L. Sr.,1981)

A. 1. Skills in Communication.

B. Personal Qualities.

2. Being sensitive to children's feelings.
3. Listening to children and understanding what they mean.
4. Exercising control without being threatening.
5. Employing humour and imagination.
6. Being receptive to children's individuality.

C. Competencies.

Goal 1: Promoting health and nutrition of mothers and children.

7. Performing health-inspection duties, checking for any abnormality/symptoms, differentiating various desires.
8. Arranging for immunization measures during epidemic and also usual precautions to prevent infection.
9. Ability to render First Aid.
10. Checking sanitary conditions to maintain health, safety and cleanliness of environment.
11. Recording illness during the child's period of attendance in the programs arranged for him.
12. Maintaining a health record and health history of the child.
13. Promoting good eating habits.
14. Giving information about nutrition/food.
15. Teaching children to enjoy a variety of foods nutritionally desirable.
16. Helping children secure a positive accepting attitude towards eating.
17. Helping children indicate good habits regarding health and social habits.
18. Acknowledging and supporting the importance of maternal care in proper habits of feeding infants.
19. Good habits of nutrition for family and children from locally available foods.

Goal 2: Setting up a safe, healthy, learning environment for children.

20. Taking preventive measures against physical hazards.
21. Planning sequence of activities to promote developmental progress.
22. Keeping such a program flexible for learning opportunities.

Goal 3: Advancing children's physical and intellectual competencies.

23. Using materials that stimulate exploring, experimenting, questioning.
24. Allowing the child to explore his physical environment.
25. Making maximum use of environment resources.
26. Providing opportunities for manipulative constructive activities.
27. Encouraging verbal communication among children and between children and adults.
28. Introducing gradually words and numbers.
29. Introducing gradually concepts in terms of relationships, similarity and differences, size, amount, degree, time and space, growth and decay, origins, family relationships.
30. Encouraging children's active participation in decision-making, problem-solving, etc.
31. Making use of both unstructured, spontaneous activities and those requiring special procedures and skills.
32. Gradually helping children to increase their individual attention span and complete given tasks.
33. Encouraging expressive activities.
34. Encouraging the play impulse in its symbolic and dramatic forms.

Goal 4 : Building up a positive self-concept in children and individual strength.

35. Providing an environment where children can form a positive self-concept as a boy/girl, as a family member, as a competent member in the children's community.
36. Giving frequent, direct, encouragement to the child when he learns to develop skills and take responsibility.
37. Showing acceptance to the child by allowing him to use his home language in the group and use it as a bridge to another language.
38. Recognising individual differences in the place of learning and work accordingly.
39. Recognising behavior conflicts and enabling the child to deal with these problems realistically, e.g. Jealousy.
40. Recognizing children with special needs and referring to the specialist, if required.
41. Balancing activities which the individual child likes and has mastered and those which are a challenge and more difficult so as not to discourage him.

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42. Assessing the child keeping in mind the total child, his background, opportunities he has for learning, his abilities, etc.

Goal 5 : Organizing and sustaining the positive functioning of children and adults in a group-learning situation.

43. Working together and sharing experiences and responsibilities.

44. Allowing expression of feelings, thoughts, both positive and negative.

45. Forming a reasonable limit of rules and regulations for both teacher and child based on child's stage of development.

Goal 6 : Maintaining optimal co-ordination between homes and agency child-rearing practices.

46. Establishing relationships with parents that promote free communication with children in and out of the agency.

47. Encouraging parents to realise the priority of values for their children.

48. Communicating methods of child rearing in the agency to parents and trying to bring about a co-ordination between the two.

Goal 7 : Carrying out supplementary responsibilities relating to children's programs.

49. Observing and recording growth and development in the individual child and family in the course of working with them.

50. Engaging in team-work with other members in organizing, planning, carrying out and evaluating programs for the children.

51. Getting well acquainted with agency procedures with regard to supplies, equipment, emergency situations, policies, etc.

Goal 8 : Administering programs.

52. Planning the schedule of the programs.

53. Supervising the execution of the programs.

54. Bringing materials and equipment that will vitalise concepts in various subjects.

55. Checking the equipment for cleanliness, number and maintenance.

56. Checking equipment for safety before use.

57. Placing materials in storage with care.

58. Supervising areas of child activity.

Goal 9 : Evaluating programs.

59. Evaluating the programs.

60. Implementing and planning for the future on the basis of the evaluation.

APPENDIX II.G

RECOMMENDATIONS FOR
CURRICULUM REVISION

DATA SOURCE : EXPERTS
: EMPLOYERS

Table 1 and 2. Recommendations for Curriculum Revision.

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Appendix II.G

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Data Source : Experts

Table 1. Need for Curriculum Revision in Terms of (n = 41).

A. Theoretical content

There is an urgent need to include the following courses:

1. Health and nutrition (especially child nutrition)	13
2. Special education for the handicapped/ exceptional children.	11
3. Clinical psychology/child psychology/dynamic psychology/modern psycho-analytical theories.	6
4. Law.	6
5. Testing.	4
6. Mass communication.	5
7. Management and administration.	3
8. Group dynamics/human relations.	3
9. Research methods.	4
10. Counselling.	3
11. Problems of adolescents and delinquency.	2
12. Sociology.	2
13. Simulation games/self growth.	2

Other responses included:

1. Politics.	1
2. Agricultural course.	1
3. Nursing.	1
4. Science, maths and nature study.	1

B. Practical training

In terms of practical training, necessary changes include:

1. Need for varied field exposure (especially in rural areas).	18
2. Need to adopt a social work approach (i.e. interactional and participatory approach).	8
3. Need to integrate theory with practice.	8
4. Need to work with underprivileged groups.	7
5. Need to undergo training in actual situation and not in university premises.	5
6. Need to shifts to general school setting rather than laboratory setting.	5
7. Need to have more practical orientation to the program.	4
8. Need to expand the area of pre-school education.	4
9. Need to have more educational tours.	1

Table 1 (contd..)

VII. Specific recommendations/suggestions for the B.Sc. program

A. It is specifically recommended that

1. B.Sc's be trained to work as elementary/ pre-school teachers or as child evaluators.	2
2. More B.Sc's be encouraged to specially take up employment in children's programs.	2
3. B.Sc. volunteers be harnessed to work with various welfare agencies (community and child welfare agencies).	1
4. B.Sc's be motivated to gain field experience after graduation and then join the master's program.	1
5. B.ed. in Early Childhood Education be included in the B.Sc. program so as to train the graduates to work effectively as primary teachers.	1
6. B.Sc's be motivated to work even in low-paid jobs since their scope is limited.	1
7. B.Sc's be trained to work as middle-level supervisors.	1

B. Other recommendations

It is further recommended that:

1. In order to establish an identify of its own, the Child Development Department must move away from the umbrella of Home Science.	7
2. In order to promote a mixed group of students, the selection procedure needs to be modified/ changed.	5
3. Specialization, at various levels, should be introduced.	5
4. In order to gain recognition in the society as a whole, the Child Development Department must develop an aggressive attitude and sell itself.	5
5. In order to promote meaningful interaction with other related field/agencies (social work, education etc.), the Child Development Department should invite more people from such related fields which would result in mutual benefit.	4
6. The Child Development Department should make its research studies publicly known/accessible.	4
7. The course on family and child welfare should be strengthened.	3
8. In order to make the curriculum more meaningful, an Indian oriented content should be developed.	3

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Table 1 (contd..)

9.	In order to get a clear, precise picture of the various jobs the alumni are involved in at present, the department must maintain regular contacts and follow-ups.	2
10.	There is a further need to have a block placement or a period of internship after graduation.	2
11.	The idea of day-care centres needs to be promoted.	1
12.	The ten credits electives could be replaced by more meaningful subjects.	1
13.	Regular courses could be run for para-professionals.	1
14.	The Child Development Department should in fact be a training team at the state level.	1
15.	Steps should be taken to see that even males join the child development program.	1

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Table 2. Need for Changes in the Curriculum (Employer's Views).

At the P.G. Level	At the U.G. Level	At the Training Level
1. Courses such as human communication principles, family dynamics need to be introduced.	1. Short-term projects involving the students with the community need to be introduced.	1. P.G.graduates need to be exposed more to work with families and parent-groups.
2. C.D.workers should be given more training in crafts, puppetry etc. because it is through this that they will be able to relate much better with children.	2. More training in areas of action-songs, dramatization, story-telling etc. is necessary at this level.	2. The Department must provide in-service training to local Balwadi teachers/Anganwadi workers for efficient running of Balwadis.
3. Skills in survey so that workers at this level can do some survey of slum areas where children do not attend school.	3. These can be made to work in summer-schools attached to some private management etc.	3. Open courses on Creche training programs for those in need.
4. Also school readiness program during summer vacation could be undertaken by P.G.workers.	4. Training students in planning curriculum and various other programs of the nursery school.	4. C.D.workers should be given more practical experience/ block placement.
5. They need to develop skills in handling Sr. K.G.classes.	5. The U.G.students need to be oriented to the basic principles of budget planning.	5. C.D.Dept. needs to be affiliated to a social science institute.
6. Selection of the candidates must be based on aptitude test.		6. Experts from related fields should be invited.
7. Practical work must be given more weightage in evaluation.		7. 'Development of Media' should also be included as an important part of the curriculum.
8. Specialization at this level could be introduced.		
9. Introduction of various programs that promote independent working climate among P.G.students are very necessary.		
10 The P.G.students need to be oriented to the fundamentals of carrying out professional correspondence and conducting professional meetings.		
11. A course on Counselling needs to be included.		
12. Mental testing paper as presented for M.A. psychology needs to be included.		

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